

S
373.246
V11R
1986-88

STATE DOCUMENTS COLLECTION

APR 26 1989

MONTANA STATE LIBRARY
1515 E. 6th AVE.
HELENA, MONTANA 59620

Biennial Evaluation of Vocational and Technical Education

Report of



**Fiscal Years
1986-88**

**MONTANA COUNCIL ON
VOCATIONAL EDUCATION**

PLEASE RETURN



MONTANA COUNCIL ON VOCATIONAL EDUCATION

1988-89
COUNCIL MEMBERSHIP

Kenneth Bruwelheide, Associate Professor, Department of Agriculture and Industrial Agriculture, Montana State University, Bozeman. Serves on the MCVE Evaluation and Employment Committee.

Jeff Dietz, Director, Vocational Education, Billings Public Schools, Principal, Billings Career Center. Serves on the MCVE Policy and Planning Committee.

Duane Gebhardt, Secondary Vo-Ag Teacher, Cascade High School. Serves as chairman of the MCVE Evaluation and Employment Committee.

Hal Jacobson, Public Relations/Draftsman, Vice President, Jacobson Architects, Helena. Serves on the MCVE Communication and Coordination Committee.

Jon Jourdonnais, Orthodontist, Great Falls. Vice Chairman of MCVE and serves on the MCVE Evaluation and Employment Committee.

Patricia Kercher, Department Chairperson, Student Services/Trades & Industry, Great Falls Vocational-Technical Center. Serves on the MCVE Evaluation and Employment Committee.

Dennis Lerum, Director, Missoula Vocational-Technical Center. Serves as chairman of the MCVE Policy and Planning Committee.

George McCallum, Owner, Real Estate and Cable TV Company, Plains. Former Senator from District #26 for 18 years. Serves on the MCVE Policy and Planning Committee.

Glenn Roush, Natural Gas Production and Transmission, Montana Power Co., former State Representative, Cut Bank. Serves as chairman of the MCVE Coordination and Communication Committee.

Robert Schaal, Dean of Instruction, Dawson Community College, Glendive. Serves on the MCVE Policy and Planning Committee.

Avis Ann Tobin, Management Consultant, Helena. Serves on the MCVE Coordination and Communication Committee.

J. Melvin Williams, former State Representative from District #85 for 14 years, Laurel. MCVE Chairman.

COUNCIL STAFF

James W. Fitzpatrick, Executive Director

Lucie C. Willson, Administrative Assistant

Executive Management Building
1228 - 11th Avenue
Helena, MT 59620
Phone — 406-444-2964

ROLE OF THE MONTANA COUNCIL ON
VOCATIONAL EDUCATION

The Montana Council on Vocational Education, as mandated by the Carl D. Perkins Vocational Education Act, P.L. 98-524, is appointed by the Governor pursuant to executive order. The role of the Council is enumerated below.

- o Meet with the State Board and its representatives during the planning year to advise on the development of the State Plan.
- o Advise the State Board and make reports to the Governor, the business community, and general public of the State, concerning:
 - policies the State should pursue to strengthen vocational education (with particular attention to programs for the handicapped)
 - initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs.
- o Analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State.
- o Furnish consultation to the State Board on the establishment of evaluation criteria for vocational education programs within the State.
- o Submit recommendations to the State Board on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations.
- o Assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education programs and postsecondary vocational education programs.
- o Recommend procedures to the State Board to ensure and enhance the participation of the public in the provision of vocational education at the local level within the State, particularly the participation of local employers and local labor organizations.
- o Report to the State Board on the extent to which the individuals described in section 201(B) are provided with equal access to quality vocational programs.
- o Evaluate at least once every two years the vocational education program delivery systems assisted under this Act, and under the Job Training Partnership Act, in terms of their adequacy and effectiveness in achieving the purposes of each of the two Acts and make recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act and advise the Governor, the State Board, the State Job Training Coordinating Council, the Secretary of Education, and the Secretary of Labor of these findings and recommendations.

MONTANA COUNCIL ON VOCATIONAL EDUCATION



EXECUTIVE MANAGEMENT BUILDING

1228 11TH AVENUE

STATE OF MONTANA

(406) 444-2964

HELENA, MONTANA 59620

JAMES W. FITZPATRICK
EXECUTIVE DIRECTOR

January 20, 1989

TO: Montana State Board of Regents

FROM: J. Melvin Williams, Chairman
Montana Council on Vocational Education

RE: Biennial Report for the Planning Period 1986-1988

The Montana Council on Vocational Education is pleased to submit this report titled, "Biennial Evaluation of Vocational and Technical Education 1986-1988" and a companion report titled, "Seeking Direction for Vocational and Technical Education in the 1990's," in accordance with Council mandates specified by the Carl D. Perkins Vocational Education Act (Public Law 98-524). These reports address the major purposes of the Act and the Council mandates which are outlined in the introduction of this report.

In accordance with Section 112 of the Perkins Act, the Council is responsible for analyzing and evaluating vocational education programs and services for the state planning period, including those which are assisted by the Job Training Partnership Act. The Council is also required to report to and advise the Governor, Sole State Agent (State Board of Regents), Office of Public Instruction, business community, and general public as to how well the State's needs for vocational education are being met.

The Council appreciates the cooperation received from numerous individuals, agencies, organizations, and groups in the compilation of this report. These include the Governor, Sole State Agent, Office of Public Instruction, Employment and Policy Division of the Montana Department of Labor and Industry, Montana Social and Rehabilitation Services, secondary and postsecondary vocational-technical education personnel, Job Training Partnership Coordinating Council, Private Industry Councils, Council of Commissioners, and program operators and service providers.

The Council is hopeful these reports will be a valuable resource for assessing current delivery systems and providing direction for expanding, improving, and updating Montana vocational and technical education programs.

BIENNIAL EVALUATION
OF VOCATIONAL AND TECHNICAL EDUCATION
1986 - 1988

Prepared by
The Montana Council on Vocational Education

PREFACE

The Montana Council on Vocational Education was established in 1968 by federal law and assigned specific responsibilities and mandates in accordance with the various acts. The current Act, P.L. 98-524, passed in 1984, requires each state desiring to participate in vocational education programs authorized by the Act to establish a state council appointed by the Governor or by the State Board of Education, if elected. The Council must be composed of 13 individuals and should be broadly representative of citizens and groups within the state having an interest in vocational education.

This biennial evaluation report and a companion report titled, "Seeking Direction for Vocational and Technical Education for the 1990's," covers the planning period 1986 - 1988. These reports, prepared by the Montana Council on Vocational Education address the purpose and intent of the Act and the Council mandates contained therein.



Digitized by the Internet Archive
in 2013

<http://archive.org/details/biennalevaluati79mont>

TABLE OF CONTENTS

	<u>PAGE</u>
INTRODUCTION	1
SECTION I: OVERVIEW OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT (P.L. 98-524)	2
● Specific Purposes of the Perkins Act	2
SECTION II: OVERVIEW OF MONTANA'S VOCATIONAL TECHNICAL EDUCATION DELIVERY SYSTEMS 1986 - 1988	4
● Governance Change	4
● Secondary Vocational Education	4
● Postsecondary Vocational Education	6
● Transitional Activities and Issues	6
● Other Transitional Issues	7
● Montana "State Plan" Goals for Vocational Education .	8
SECTION III: DISTRIBUTION OF FUNDS FOR VOCATIONAL EDUCA- TION	10
● Allocation of Funds	
● Fiscal Year 1987	14
● Fiscal Year 1988	14
● Conclusions	14
SECTION IV: EVALUATION OF DISTRIBUTION OF FEDERAL FUNDS . .	16
● Request For Proposal Procedure	16
● Title II, Part A	16
- Handicapped/Disadvantaged and Limited English Proficiency (LEP)	16
- Adults in Need of Training and Retraining	20
- Single Parents and Homemakers	22
- Elimination of Sex Bias and Stereotyping	23
- Incarcerated	26
● Title II, Part B	27
- Vocational Education Program Improvement and Expansion	27
- Overview of FY 1987 and FY 1988 Projects	29
- Summary of Council Recommendations	32
● Title III	34
- Part A	34
- Secondary and Postsecondary Vocational Education Support by Community Based Organizations	34
- Part B	34
- Consumer and Homemaker Education	34
- Leadership and Administration	35
- Consumer Homemaking/Economically Depressed Areas	35

SECTION V: BUSINESS/EDUCATION	37
● Promote Greater Cooperation Between Public Agencies and the Private Sector	37
- Employer Needs Survey	37
- Montana Council on Vocational Education Business/ Education Partnership Survey	37
- Business + Education = Economic Development Conference	39
- Preparing for the Next Millenium: "Vocational Training: Catching Up or Leading the Way" . . .	39
- Perkins Projects	39
SECTION VI: JOB TRAINING PARTNERSHIP ACT	40
● Montana System for Administration of the Job Training Partnership Act	41
- Partnership	41
- State Coordination	42
- Governor's Annual Statement of Goals and Objectives	42
- Montana's Mission Statement	42
- Governor's Goals and Objectives	42
● JTPA Title II: Funding for Economically Disadvantaged Adults and Youth	43
● Job Program Components	44
● Analysis of FY 86 and FY 87 JTPA Programs and Services	45
● Summer Youth Employment Training Program	48
● Job Training for Older Workers	49
● Title III Employment and Training Assistance for Dislocated Workers	49
SECTION VII: VOCATIONAL EDUCATION - JTPA COORDINATION . . .	50
● Montana's Coordination Efforts and Activities	53
● Additional Coordination Efforts	53
● Summary of Council Commendations and Recommendations.	55
● State Education Coordination Training Grants	56
● Vocational Education/JTPA Coordination Survey	61

INTRODUCTION

The Montana Council on Vocational Education has prepared two reports for the planning period 1986 - 1988, which address the mandates as specified by the Perkins Act. The first report titled, "Biennial Evaluation of Vocational and Technical Education 1986 - 1988," was designed to evaluate the following:

- o The adequacy and effectiveness of Montana's vocational education program delivery system assisted by the Perkins Act.
- o The adequacy and effectiveness of Montana's vocational education program delivery systems under the Job Training Partnership Act.
- o The adequacy and effectiveness of coordination that takes place between vocational education and the Job Training Partnership Act.

The second report titled, "Seeking Direction for Vocational and Technical Education in the 1990's," contains an overview of Council activities, highlights testimony from public hearings, conference summaries, and council recommendations to the Governor, Sole State Agent, Office of Public Instruction and Board of Public Education. In accordance with Council mandates, this report addresses the following:

- o Policies the State should pursue to strengthen vocational education.
- o Initiatives and methods the private sector could undertake to assist in the modernization of vocational education programs.
- o Recommendations on the conduct of vocational education programs conducted in the State which emphasize the use of business concerns and labor organizations.
- o Recommendations to the State Board resulting from public hearings, conference seminars, and workshops.

The procedure utilized by the Council in structuring and developing these reports involved a comprehensive review of the Perkins Act, the Job Training Partnership Act, the Montana Plan for Vocational Education, minutes from council meetings, transcripts and summaries of public hearings, conferences, workshops, seminars, etc., Council position and issue papers, meetings with JTPA personnel and service providers, and surveys and evaluations.

The Montana Council on Vocational Education commends the Governor, Sole State Agent, Office of Public Instruction, State Board of Public Education, JTPA administrative and program personnel, and administrators and instructors of Montana's secondary and postsecondary vocational education programs for providing outstanding leadership to Montana's vocational education delivery systems. These reports include specific Council recommendations concerning the major purposes of the Act and the mandates. The State Council appreciates the support and assistance received from numerous agencies and individuals in preparing this report and for their efforts to expand, improve, modernize, and develop quality vocational education programs in Montana.

SECTION I

OVERVIEW OF THE CARL D. PERKINS VOCATIONAL EDUCATION ACT (P.L. 98-524)

The purpose of the Perkins Act, P.L. 98-524, is to strengthen and expand the economic base of the Nation, develop human resources, reduce structural unemployment, increase productivity, and strengthen the Nation's defense capabilities by assisting the States to expand, improve, and update high-quality programs of vocational-technical education, and for other purposes.

Specific Purposes of the Perkins Act:

- Assist the States to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future workforce for marketable skills and to improve productivity and promote economic growth.
- Assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions.
- Promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States.
- Improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computers) in terms of employment or occupational goals.
- Provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in the State or employment market.
- Assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens.

- Assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act.
- Improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers.
- Authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

SECTION II

OVERVIEW OF MONTANA'S VOCATIONAL TECHNICAL EDUCATION DELIVERY SYSTEMS 1986 - 1988

GOVERNANCE CHANGE:

The Superintendent of Public Instruction served as the Sole State Agent during part of the "State Plan" planning period (July 1, 1985 - July 1, 1987). The 50th Montana Legislature, by passage of House Bill 39, transferred the Governance of Montana's vocational technical centers to the Board of Regents of Higher Education. As specified by law, the Board of Regents contracted with the Office of Public Instruction for administration and supervision of K - 12 vocational programs, including services and activities allowed by the 1984 Perkins Act.

SECONDARY VOCATIONAL EDUCATION:

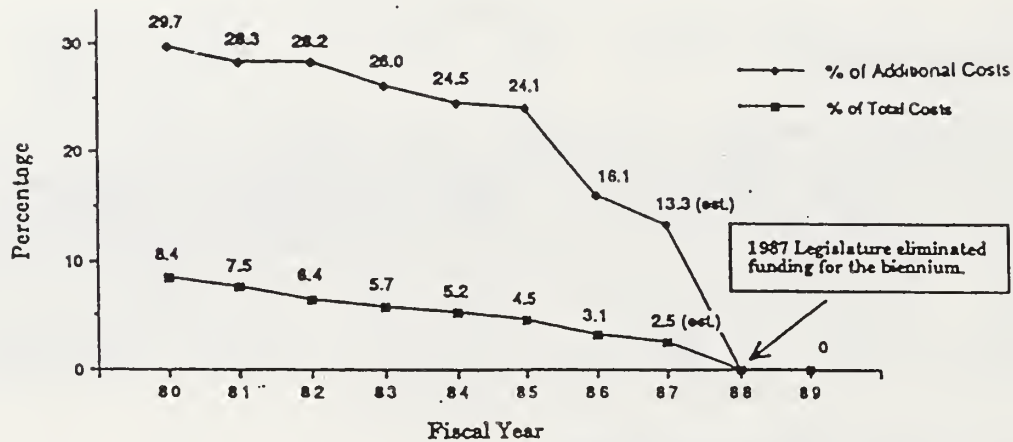
Vocational education programs were offered in 177 Montana high schools during the 1987 - 1988 school year. Programs were offered in the following areas: agriculture, business, marketing, home economics, industrial arts, technology education, trade and industrial education, and broadcasting. Total enrollment for these programs (1987 - 1988) consisted of 41,746 students.

In 1981, the Montana Legislature, by passage of House Bill 618, provided funding for Montana's secondary vocational education programs. These funds were used to pay a portion of those costs that exceeded the cost of typical classrooms i.e. (English, Social Studies, etc.). State vocational education funds were used for the following categories: major equipment, minor equipment, equipment repairs, supplies, vocational student organization advisory stipends, extended contracts, and instructional travel.

Between fiscal year 1980 and fiscal year 1986 the total cost of secondary vocational education increased from \$8,881,813 to \$16,036,8585. The State contribution which had remained at \$750,000 (approximately 30 percent of additional costs) per year during the first six years of the new system of funding, dropped to \$500,000 in fiscal year 1986 and to \$400,000 in fiscal year 1987.

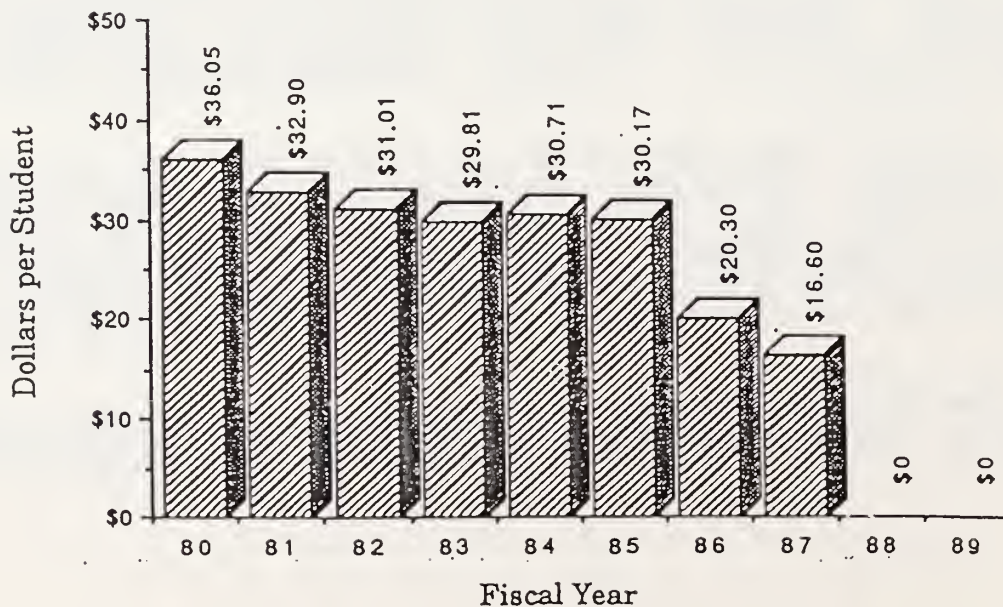
The following graphs show the percentage of state appropriation and per student state appropriation for fiscal years 1980-1988.

STATE APPROPRIATION FOR SECONDARY VOCATIONAL EDUCATION AS PERCENTAGES OF TOTAL COSTS AND EXCESS COSTS *



*Major and minor equipment, instructional travel, student organization advisors stipend, extended contract, repair of equipment.

PER STUDENT STATE APPROPRIATION FOR SECONDARY VOCATIONAL EDUCATION



POSTSECONDARY VOCATIONAL EDUCATION:

Montana's public vocational-technical education delivery system includes five vocational-technical centers, three community colleges, and one unit of the university system which offers vocational programs below the baccalaureate level.

Historically, operating budgets for vocational-technical centers have been derived from general fund allocations, student tuition and fees, appropriated federal funds, an annual county mandatory levy (1.5 mill), and a voted levy within each school district in which centers are located. The total budget for vo-tech centers for fiscal year 1987 amounted to \$11,236,315 and \$10,136,240 for fiscal year 88. House Bill 39 provided for continuation of the county (mandatory) levy for operation of the vocational-technical system, but does not contain provisions for the voted levy portion of the center budgets after June 30, 1989. The 51st Montana Legislature is currently considering Senate Bill 287 which would impose a 2-mill statewide levy for support of vocational technical education programs at vocational-technical centers and community colleges.

TRANSITIONAL ACTIVITIES AND ISSUES:

The majority of transitional activities enumerated in House Bill 39 requires action by the Board of Regents rather than by the Legislature. However, Section 29 of the Bill clearly requires the Board of Regents to report to the 51st Legislative session on the following:

1. A plan for reorganization for the delivery system for all postsecondary vocational-technical education in Montana;
2. A long-term plan for achieving high-quality programs at the vocational-technical centers through the possibility of program specialization at each center;
3. The feasibility and appropriateness of closure of one or more of the vocational-technical facilities;
4. A plan for elimination of programs that serve few students;
5. A plan for consolidation for administrative functions of the individual Centers which could result in cost savings and more efficient operations; and
6. The feasibility of consolidation of postsecondary vocational-technical facilities and staff with nearby units of the university system.

The Board identified other major transitional issues and assigned these to groups for study and recommendation. These include:

- The statewide administration of federal funds provided to Montana through the Carl D. Perkins Vocational Education Act (Transition Group I).
- The organization of a planning council of chief executive officers representing Montana institutions which offer technical-vocational education programs at the postsecondary level (Transition Group II).
- The development and implementation of a plan for internal improvement of vocational-technical center operation on both campus and statewide levels (Transition Group III).
- The establishment of six (6) inter-campus task forces for the purpose of systematic exploration of possible cooperative linkages between the vocational-technical centers and appropriate units of the university system (Transition Group IV).
- The establishment of the Montana Center of Vocational Education Research, Curriculum and Personnel Development to provide support in specified areas of evaluation, assessment, and statewide master planning (Transition Group V).

OTHER TRANSITIONAL ISSUES:

1. The establishment of an adequate system of funding of technical-vocational education at the postsecondary level in Montana.
2. The development of a systematic organization of postsecondary institutions which will deliver technical-vocational education programs and courses to Montanans on a statewide basis.
3. The forging of meaningful relationships reflective of cooperation and affiliation between the vocational-technical centers and various appropriate units of the university system.
4. The creation of an efficient system for the internal management of the total educational enterprise at the vocational-technical centers.

MONTANA "STATE PLAN" GOALS FOR VOCATIONAL EDUCATION:

The following are stated goals for vocational-technical education in the state of Montana for the interim of 1986-1988. These goals were developed in concert with the State Council on Vocational Education, the Office of Public Instruction, Department of Vocational Education Services, and were adopted by the Board of Regents on June 15, 1987.

- Provide vocational education activities, programs, and services that will:
 - Promote leadership development through the enhancement of vocational student organizations.
 - Provide career awareness, occupational exploratory opportunities and/or competent completers of occupational preparatory programs in concert with identified employer needs of a state, regional and limited national scope.
 - Provide for expanded occupational preparation opportunities while avoiding unnecessary duplication at the postsecondary level and assure quality and equitable vocational education opportunities for the disadvantaged, handicapped, minorities, limited English speaking, displaced workers, homemakers, single parents and incarcerated populations.
- Promote a greater partnership between the private and public sectors through industry, general and specific training, increased communications and active participation in evaluation and analysis of vocational-technical programs.
- Increase dialogue with industry and business representatives through advisory committee structures.
- Promote the integration of work ethics, communications, mathematics, scientific principles, and human relations concepts in vocational-technical center programs. Integrate "Principles of Technology" into the secondary vocational education curriculum.
- Assist eligible recipients in the acquisition of equipment through state/federal allocations.
- Provide professional development for vocational-technical teachers, counselors, administrators, and others.
- Improve program quality by refining program standards.
- Pursue evaluative measures that focus upon the attainment of competencies acceptable for entry-level employment.

- Provide for improved efforts to enhance public awareness of the vital role that vocational education plays in the economic development of the state.
- Provide for coordination and cooperation with state level JTPA programs, economic development, and other programs to assist those most in need of realistic occupational preparation reflective of state, regional, and national needs.

SECTION III

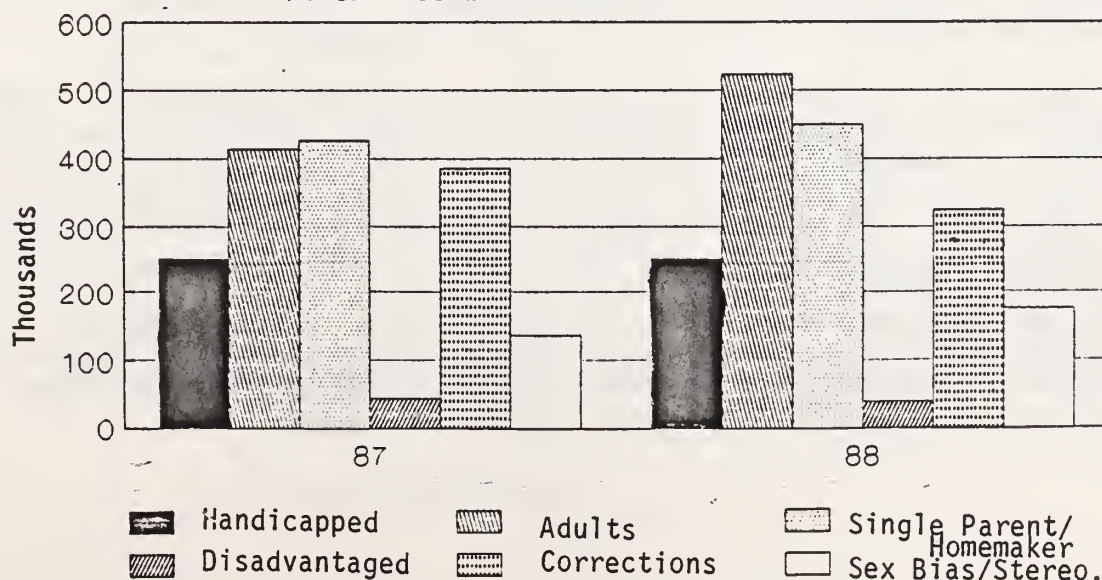
DISTRIBUTION OF FEDERAL FUNDS FOR
VOCATIONAL EDUCATION

The Carl Perkins Vocational Education Act established basic grants for state funding of vocational education. States may subtract up to 7% of the funds for state-level administrative costs and the remainder is divided as follows: Title II, Part A, allocates 57 percent among six specific target groups, and Title II, Part B, allocates 43 percent to 25 categories of program improvement, innovation, and expansion. In addition to the Title II, Part A funds for administrative costs, the funds are to be distributed in the following proportions:

- o Handicapped individuals (10%)
- o Disadvantage individuals (22%)
- o Adults in need of training or retraining (12%)
- o Single parents or homemakers (8.5%)
- o Participants in programs to eliminate sex bias and stereotyping (3.5%)
- o Criminal offenders in correctional institutions (1%)
- o 25 categories of program improvement, innovation, and expansion (43%)

Figure 1 shows the allocation of funds to these target populations, under Title II, Part A, for FY 87 and FY 88. Title III of the Perkins Act allocates funds to states for assistance to community-based organizations and in conducting consumer and homemaker education programs. Section IV of this report evaluates the projects funded, numbers served, and expenditures for secondary and postsecondary for each of fiscal years 1987 and 1988. All fiscal information for this report was obtained from the Accountability Reports, State Plans, and accounting personnel from the Office of Public Instruction and the Office of Commissioner of Higher Education.

FIGURE 1
FY 87 - 88 EXPENDITURES FOR TITLE IIA



Section 112(d)(3) of the Carl D. Perkins Vocational Act requires state councils on vocational education to "analyze and report on the distribution of spending for vocational education in the State and on the availability of vocational education activities and services within the State." State councils are also directed in Section 112 (d)(6) to "assess the distribution of financial assistance furnished under this Act, particularly with the analysis of the distribution of financial assistance between secondary vocational education and postsecondary vocational education programs."

There is no formula for the distribution of funds between secondary and postsecondary vocational education in the state of Montana. Funding is determined by the projects funded which are selected on a competitive basis. The following table indicates secondary and postsecondary funding for fiscal years 1987 and 1988.

TABLE 1

	<u>Secondary</u>	<u>Postsecondary</u>	<u>Total</u>
<u>Title II, Part A</u>			
Fiscal Year 1987	\$ 360,397	\$1,298,351	\$ 1,658,748
Fiscal Year 1988	801,121	961,464	1,762,590
<u>Title II, Part B</u>			
Fiscal Year 1987	502,250	1,018,443	1,520,693
Fiscal Year 1988	864,036	1,071,960	1,935,996
<u>Title III</u>			
Fiscal Year 1987	76,611	29,027	105,638
Fiscal Year 1988	104,706	10,267	114,967

In FY 87, a total of \$939,258 of federal funds was distributed for secondary projects and \$2,345,821 for postsecondary projects. Distribution of federal funds for FY 88 was \$1,769,862 for secondary and \$2,043,691 for postsecondary.

The 1987 Montana Council on Vocational Education report, "Distribution of Carl D. Perkins Vocational Education Act Funds" analyzed the actual allocation of funds for fiscal years 1985 and 1986 and budgeted figures for 1987. Allocation of federal funds for vocational education during fiscal years 1987 and 1988 are included in this report. Tables 2 and 3, and Figure 2 provide a percentage breakdown and actual dollar expenditures in the following categories: (1) Vo-Tech Centers (Postsecondary); (2) Secondary Schools; (3) Apprenticeship; (4) University System; (5) Community Colleges; (6) Native American Community Colleges; (7) Other User Groups; and (8) State Administration.

TABLE 2

FEDERAL FUND ALLOCATIONS FOR FY 1987
TOTAL AVAILABLE -- \$5,744,597

ITEM	PROJECTS	FUND AVAIL	EXPEND	BALANCE	% OF TOTAL
FY 87 GRANT AWARD		3,907,069		3,907,000	
SUPP CARRY-IN FROM 1986		1,837,528		5,744,597	
VO-TECH CENTERS	33		659,674	5,084,923	11.48%
SECONDARY VO-ED	93		888,779	4,196,144	15.47%
APPRENTICESHIP*	2		54,727	4,141,417	0.95%
UNIVERSITY SYSTEM	30		445,931	3,695,486	7.76%
STATE INSTITUTIONS	4		46,445	3,649,041	0.81%
COMMUNITY COLLEGES	25		331,336	3,317,705	5.77%
NATIVE AMERICAN C.C.	12		192,627	3,125,078	3.35%
OTHER	36		665,560	2,459,518	11.59%
STATE ADMIN			272,111	2,187,407	4.74%
UNALLOCATED (CARRY-OVER TO FY 88)			2,175,534	**11,873	37.87%
TOTALS	235	5,744,597	5,732,724	11,873	99.79%

* 19 Subprojects Funded

** \$11,873 Reverted to U.S. Department of Education

TABLE 3

FEDERAL FUND ALLOCATIONS FOR FY 1988
TOTAL AVAILABLE FY 88 -- \$6,363,693

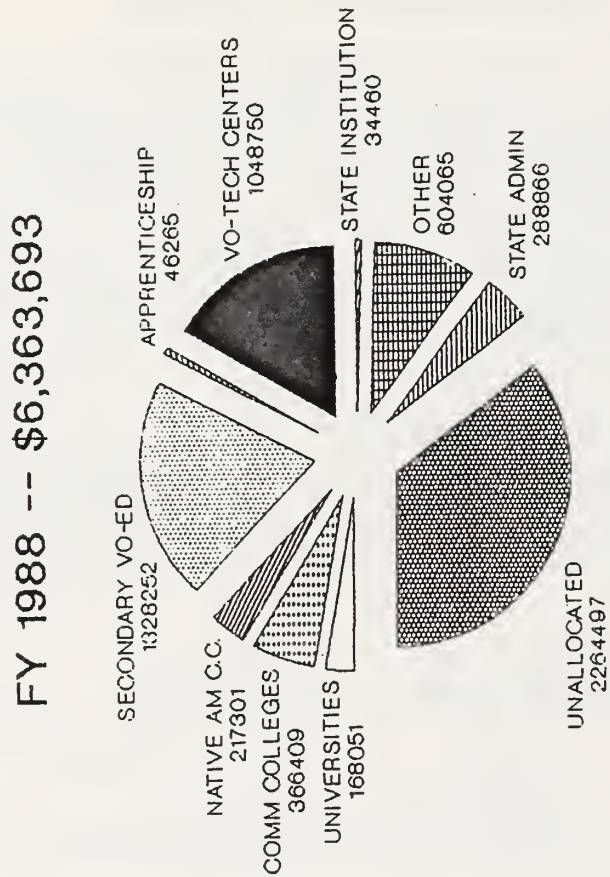
ITEM	PROJECTS	FUND AVAIL	EXPEND	BALANCE	% OF TOTAL
FY 88 GRANT AWARD		4,188,159		4,188,159	
SUPP CARRY-IN FROM 1987		2,175,534		6,363,693	
VO-TECH CENTERS	44		1,048,750	5,314,943	16.48%
SECONDARY VO-ED	120		1,328,252	3,986,691	20.87%
APPRENTICESHIP*	2		46,265	3,940,426	0.73%
UNIVERSITY SYSTEM	31		168,051	3,772,375	2.64%
STATE INSTITUTIONS	3		34,460	3,737,915	0.54%
COMMUNITY COLLEGES	16		366,409	3,371,506	5.76%
NATIVE AMERICAN C.C.	10		217,301	3,154,205	3.41%
OTHER	42		604,065	2,550,140	9.49%
STATE ADMIN			288,866	2,261,274	4.54%
UNALLOCATED (CARRY-OVER TO FY 89)			2,264,497	**(3,223)	35.58%
TOTALS	268	6,363,693	6,366,916	(3,223)	100.05%

* 17 Subprojects Funded

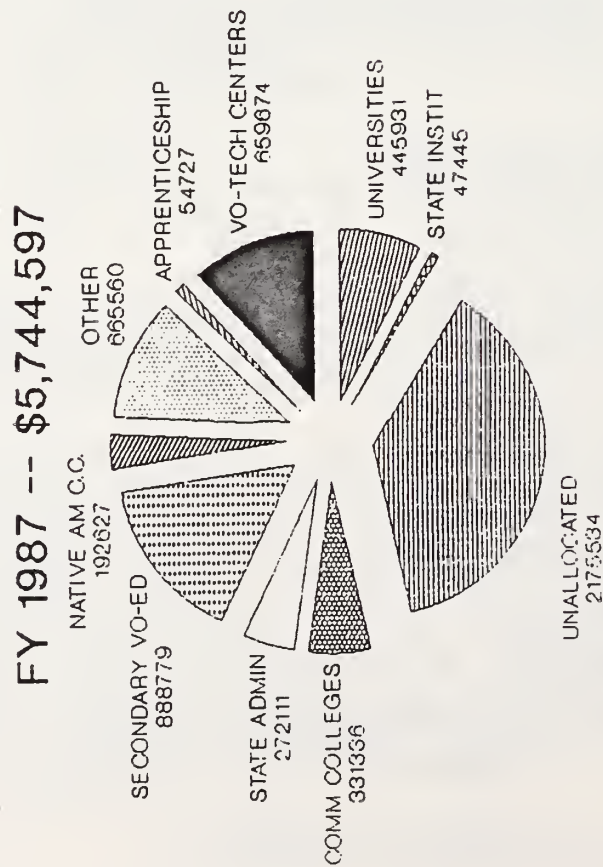
** Adjustment of FY 87 Carry-in

FIGURE 2

FEDERAL VOCATIONAL EDUCATION ALLOCATION



Includes \$2,175,534 FY 87 Carry-In



Includes \$1,837,528 FY 86 Carry-In

Fiscal Year 1987:

The total federal vocational education allocation for fiscal year 1987 was \$3,907,080, with a supplemental carry-in from fiscal year 1986 of \$1,837,528, for a total of \$5,744,597 available. \$3,285,079 was expended for projects, \$272,111 for state administration, and \$11,873 was reverted to the U.S. Department of Education, leaving an unallocated carry-over of \$2,175,534. A total of 287 projects were funded and 32 were cancelled.

Fiscal Year 1988:

The total federal vocational education allocation for fiscal year 1988 increased to \$4,188,159 and the total available, including carry-in funds, totaled \$6,363,693. The number of projects funded increased to 268, with a total of \$3,813,553 expended for projects and \$288,866 for state administration.

Conclusions:

Table 2 and 3 indicate the percentage of distribution for the eight categories. Expenditures for Apprenticeship, State Institutions, Community Colleges, Native American Colleges, and Other User Groups remained about the same for FY 87 and FY 88.

The distribution increased for the Vo-Tech Centers (Post-secondary) and Secondary Vocational Education from FY 87 to FY 88. Vo-Tech Centers received \$659,674 (11.48%) of the total allocation in FY 87 and \$1,048,750 (16.48%) in FY 88. Secondary Vo-Ed received \$888,779 (15.47%) in FY 87 and \$1,328,252 (20.87%) in FY 88.

Three noticeable changes in funding from FY 87 to FY 88 was 5 percent less of the federal funds were distributed for the University System and 5 percent more was distributed to both Secondary Vocational Education and the Vo-Tech Centers.

The unallocated carry-over each year remains close to \$2,000,000. In Title II, Part A, the unallocated carryover must be designated for the same target group in the succeeding year. Handicapped and Disadvantaged categories were the two with the most unallocated carry-over. It is difficult to find the necessary match for the federal allocation.

The number of Requests for Proposals (RFP's) is increasing each year, as is the number of projects funded. In addition to the increased need for funding, the technical assistance received from the Office of Public Instruction, Department of Vocational Education Services, and the Office of the Commissioner of Higher Education in the Request for Proposals process has increased the applications for federal funds. The Office of the Commissioner

of Higher Education, in cooperation with the Office of Public Instruction, published and distributed a Technical Assistance Manual to assist individuals in completing the RFP's.

During FY 87, \$888,779 of federal funds was expended for 18,476 secondary students (head count grade 9-12) enrolled in secondary vocational education programs. Expenditures at the postsecondary vocational technical centers was \$659,674 for 2,339 full-time equivalent students. For every dollar of federal vocational education funds expended per student at the secondary level, \$5.88 were expended at the postsecondary level.

During FY 88, \$1,328,252 was expended for 26,255 students (head count grade 9-12) enrolled in secondary vocational education programs, while the expenditures at the postsecondary vocational technical centers were \$1,048,750 for 2,393 full time equivalent students. For every dollar of federal vocational education funds expended per student at the secondary level, \$8.59 were expended at the postsecondary level. The increase in the number of secondary student enrollment in 1988 was due to the method of determining pupil count. The Office of Public Instruction stated the following reasons for the increase: (1) Under the Carl Perkins Vocational Education Act, vocational education courses are not necessarily "approved vocational education courses," and therefore, more classes are counted as serving vocational education students. (2) It is no longer necessary to have two consecutive vocational education courses which increased pupil count per class. (3) The change to eight period days from seven period days offered more opportunity for students to enroll in vocational education courses.

SECTION IV

EVALUATION OF DISTRIBUTION OF FEDERAL FUNDS

REQUEST FOR PROPOSAL PROCEDURE:

A letter outlining the application procedure with Request for Proposal and a procedures manual is sent to all eligible recipients. The procedure manual addresses questions most commonly asked and includes instructions for completing the application. Further assistance is provided to the eligible recipients through technical assistance on an individual basis or through proposal writing workshops conducted by the Sole State Agent.

The Perkins Act places high priority for assuring that vocational education services and activities are available to and enhance participation of special populations, which include: handicapped, disadvantaged adults, single parents or homemakers, elimination of sex bias and stereotyping and criminal offenders. Fifty-seven percent (57%) of Title II funds are distributed to serve these populations.

TITLE IIA

HANDICAPPED/DISADVANTAGED AND LIMITED ENGLISH PROFICIENCY (LEP):

In accordance with the Perkins Act, ten percent of the funds available for Title II, Part A, shall be available to handicapped individuals and 22 percent for disadvantaged individuals. Montana's State Plan for the planning period states:

"From funds received under P.L. 98-524 to be allocated for programs, services, and activities for disadvantaged and handicapped, State of Montana will flow 100 percent of funds allocated to eligible recipients through formula allocation and proposed application process."

The eligible recipients used to determine Montana's allocation for handicapped/disadvantaged and limited English proficiency (LEP) funds are: high school districts, vocational technical centers, Native American community colleges, and community colleges. Vocational education programs are offered at each of these institutions.

Economically Disadvantaged:

Sources of information used to determine economically disadvantaged youth within each eligible recipient are as follows:

Secondary schools - Youth receiving Aid to Families with Dependent Children, and Bureau of Indian Affairs General Assistance. The number of recipients in each district was obtained from Chapter 1 staff of the Office of Public Instruction.

Postsecondary - Number of persons receiving PELL Grants.

The amount of funds available to eligible recipients was determined by appropriate formulas outlined in Montana's State Plan.

The number of secondary handicapped students in each secondary eligible recipient was determined from records of Special Services Department of the Office of Public Instruction. The number of postsecondary handicapped youth for eligible recipients was determined from the Vocational Education Data System (VEDS).

Letters were sent to each eligible recipient, superintendent, or administrator, informing them of their respective allocation for handicapped/disadvantaged funds. Administrators were requested to check a space on the pre-application indicating whether or not they desired to apply for funding. A detailed packet of materials was sent to those wishing to participate in the program. All pre-applications were rank ordered on the basis of criteria established by the Sole State Agent. Based on the quality of the proposals, the rank order list was used to fund the proposals.

In accordance with federal regulations governing each state's use of Perkins funds, at least 20 percent of eligible recipients receiving funds shall be evaluated each fiscal year. The evaluation process involves a review of both fiscal records and program files for each project. Fiscal records must include documentation of all matching dollars, if required. Program files must contain participant eligibility determination for projects funded for special populations under Title II, Part A; curricula, products, testing instruments and results, inventory of equipment purchased with Perkins funds and any other material necessary to document project activity. The Sole State Agent and the Office of Public Instruction has developed an excellent evaluation process and has conducted project reviews in accordance with federal policy. Evaluation reports are on file in each respective office. In addition to the formal evaluation, each agency provides technical assistance to schools and institutions for compliance purposes and for assisting in developing quality programs and services.

In an effort to mobilize all resources appropriate for serving vocationally handicapped students, Montana has developed an agreement of cooperation among service providers in several

state agencies. These include the Departments of Special Services and Vocational Education of the Office of Public Instruction, and the Developmental Disabilities Division and Vocational Rehabilitation of the Social and Rehabilitation Services Department. A statement of philosophy and specific cooperative activities are outlined in the State Plan for enhancing opportunities and serving vocationally handicapped students.

In October of each year, eligible recipients at the postsecondary level are notified of their potential to receive Perkins funds. The eligible recipient notifies the Deputy Commissioner for Vocational Technical Education of the total number of economically disadvantaged/handicapped and LEP students by institution, and the numbers served in vocational technical education programs. Eligible recipients return appropriate forms indicating they will submit proposals in accordance with acceptable categories.

The following tables indicate the number of projects funded, number served, and funds expended for FY 87 and FY 88 for handicapped and disadvantaged populations.

HANDICAPPED						
Fiscal Year	Funded Projects Sec. Postsec.		Number Served Sec. Postsec.		Expended Sec. Psec.	
1987	16	9	335	179	216,832	34,585
1988	14	1	509	2	247,782	3,818

DISADVANTAGED						
Fiscal Year	Funded Projects Sec. Psec.		Number Served Sec. Psec.		Expended Sec. Psec.	
1987	8	18	584	2,935	130,725	283,259
1988	15	9	913	1,780	247,106	276,853

In fiscal year 1987, 3,678 handicapped students were identified at the secondary level. Of this number, 73 percent were identified as learning disabled. At the postsecondary

level, 179 individuals were served through Perkins projects. Most of these individuals were involved in pre-service and in-service training for teachers. In fiscal year 1988, all funded projects were considered mainstreamed projects and did not involve determination of average-per-pupil expenditures.

A total of 6,212 disadvantaged individuals were served in 50 projects during fiscal years 1987 and 1988. Activities provided through those projects at the secondary level included: computer aided tutorial services, training in business, mid management and secretarial, guidance/counseling services, tutoring reading and math, job skill development, career awareness and vocational training, prescriptive learning, etc. Of the 17 postsecondary "disadvantaged projects" funded in fiscal year 1987 and 1988, seven projects were conducted by tribal community colleges. These projects provided supplemental or additional instructional, counseling, and employment services to students who met the academic or economic criteria for disadvantaged status. One community based organization through a cooperative agreement with an eligible recipient provided licensed child care for disadvantaged students enrolled in a vocational technical center.

A total of 297 limited English proficient (LEP) students were served in four Perkins projects at the secondary level in fiscal years 1987 and 1988.

Commendations:

The Council commends the Sole State Agent and the Office of Public Instruction for providing outstanding leadership to the State for effectively administering and conducting the Perkins Act in efforts to serve handicapped and disadvantaged populations.

Recommendations:

1. The Sole State Agent and Office of Public Instruction should examine approaches for assisting eligible recipients to meet matching requirements; e.g. utilizing statewide overmatch.
2. The Sole State Agent and Office of Public Instruction should consider informing eligible recipients during the local budgeting process of their eligibility for handicapped and disadvantaged funds. This would allow the local entity to budget funds for match purposes.
3. The Sole State Agent and Office of Public Instruction should develop and disseminate a compendium of Carl Perkins projects for Montana inclusive of, but not limited to, the following information: purpose, focus, participants, evaluation results, and procedure for fulfilling match requirements.

ADULTS IN NEED OF TRAINING AND RETRAINING:

The Act provides that a state may use 12 percent of its basic grant for adults who are in need of training or retraining for providing, improving, and expanding adult and postsecondary education services and activities for training and retraining adults. These funds may be used for services and activities developed in cooperation with the state agency administration, Title III of the Job Training Partnership Act and for other purposes listed below.

- Vocational education programs for training and retraining adults, including programs for older individuals and displaced homemakers.
- The costs of serving adults in other vocational education programs, including paying the costs of instruction or the costs of keeping school facilities open longer.
- Individuals who have completed or left high school and who are enrolled in organized programs of study for which credit is given toward an associate or other degree, but which programs are not designed as baccalaureate or higher degree programs.
- Individuals who have already entered the labor market, or have completed or left high school.

FUNDING AND NUMBERS SERVED FOR ADULT TRAINING AND RETRAINING FISCAL YEARS 1987 - 1988						
Fiscal Year	Funded Projects		Number Served		Amount Expended	
	Sec.	Postsec.	Sec.	Postsec	Sec.	Postsec.
1987	1	37	11	988	3,750	421,868
1988	22	10	555	682	164,774	284,957

Seventeen apprenticeship projects were funded for fiscal year 1988. Pursuant to statute in Montana, the Office of Public Instruction will coordinate adult apprenticeship training and adult basic education offerings. As a result, most projects for adult training and retraining were administered through that office. Other than apprenticeship, the majority of projects

under this category were administered through community colleges and vocational technical centers.

A total of 534 Montana adults were served under Part A of the Perkins Act for FY 87. These projects provided support for related instruction needed by apprentices. Because some apprentices could not attend formal instruction programs due to geographic distances in Montana, correspondence instruction was made available under Title II, Part B of the Act.

In accordance with Section 123 of the Job Training Partnership Act, the Montana Department of Labor and Industry provided a subgrant to the Office of Public Instruction in fiscal year 1987, in the amount of \$540,352, for education coordination and training programs. This subgrant was matched by \$507,559 in nonfederal local contribution and appropriate federal expenditures under the Perkins Act. Ninety-two percent (\$495,584) of the subgrant was passed to local service providers through contracts for training in clerical, employment skills, and adult basic education. The balance of the subgrant was used by the Office of Public Instruction to administer the training contracts and to coordinate joint JTPA and Perkins activities.

In addition, \$374,755 of Perkins funds were allocated in fiscal year 1987 to serve 670 adults for adult training. These included training in computer occupations, literacy skills, training for farmers and ranchers, technicians, health, and secretarial professions.

The Office of Public Instruction operated 22 projects under this category during FY 88, (17 apprenticeship or journeyman and five for adults operated through secondary schools). In addition, ten postsecondary projects for adults were administered by the Board of Regents staff--eight of these projects were directed toward specific skill training for jobs while two of the projects involved prevocational computer literacy training to displaced homemakers and to tribal enrollers. The 32 projects funded under Title II, Part A, served 1,237 individuals. (\$43,124 for apprenticeship and \$406,607 for adult).

Montana has experienced difficult economic times during the past several years, particularly in agriculture. A project was funded to provide computer and management training to 800 farmers who were in jeopardy of losing their farms or ranches. Training was conducted at 14 Montana high schools.

Commendation:

The Montana Council commends the Sole State Agent and the Office of Public Instruction for establishing cooperative efforts with other agencies to better serve adults in need of training and retraining.

SINGLE PARENT/HOMEMAKER:

Pursuant to Section 202 of the Perkins Act, 8.5 percent of the basic grant shall be available for individuals who are single parents or homemakers. Specifically the funds may be used to:

- Provide, subsidize, reimburse, or pay for vocational education and training activities, including basic literacy instruction and necessary educational materials, that will give single parents or homemakers marketable skills.
- Make subgrants to eligible recipients for expanding vocational education services where this expansion directly increases the eligible recipients' capacity for providing single parents or homemakers with marketable skills.
- Make subgrants to community based organizations for the provision of vocational education services to single parents or homemakers, if the State determines that a community based organization has demonstrated effectiveness in providing comparable or related services to single parents or homemakers, taking into account the demonstrated performance of such an organization in terms of the cost and quality of its training and the characteristics of the participants.

FUNDING AND NUMBERS OF SINGLE PARENTS AND HOMEMAKERS SERVED
FISCAL YEARS 1987 - 1988

Fiscal Year	Funded Projects		Number Served		Dollars Expended	
	Sec.	Psec.	Sec.	Psec.	Sec.	Psec
1987		22		4238		385,761
1988	1	26	20	3957	10,858	312,554

The Montana State Plan provides, "... priority will be given to the direct provision of services to single parents and homemakers in areas of Montana with limited social services and other vocational education opportunities." Emphasis also will be placed on assisting individuals with the greatest financial need. Special consideration will be given to homemakers, who because of

divorce, separation, disability, or death of a spouse, must now prepare for paid employment.

Montana's 13 displaced homemaker centers provide services to all areas of Montana including a number of outreach programs to assist the needs of rural areas. These centers participate on a competitive basis with others in the RFP process.

The Human Resource Development Officer, Montana's sex equity coordinator, manages the single parent and homemaker as well as sex bias/stereotyping projects at the secondary and postsecondary levels.

Fiscal Years 1987 - 1988:

A total of 4,238 in fiscal year 1987, and 3,977 in fiscal year 1988, single parents and homemakers were served by Perkins funded projects. Two additional displaced homemaker centers were initiated in fiscal year 1987 providing services in remote areas of the State. Displaced homemaker projects are affiliated with JTPA Displaced Homemaker efforts and utilized income guidelines for eligibility.

The essential services provided through these projects consisted of self-esteem, prevocational training and assistance, computer literacy, "math anxiety", high-tech office training, day care support services, careers in agriculture, and entrepreneurial training.

Commendation:

Montana's delivery system network, consisting of 13 community based organizations and utilizing both Perkins and JTPA funding, is exemplary. Further, the priorities established and projects conducted are consistent with the training needs of single parents and homemakers.

Recommendation:

Appropriate personnel from the Commissioner of Higher Education Office and Office of Public Instruction, and service providers should examine the need for a model literacy program, examine approaches for sharing project information, and utilize technology (distant learning) videos, etc, for serving single parents and homemakers in the home setting.

ELIMINATION OF SEX BIAS AND STEREOTYPING:

The Act provides 3.5 percent of the basic grant for individuals who are participants in programs designed to eliminate sex bias and stereotyping in vocational education. A state shall

use funds for--(1) Programs, services, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education programs; (2) vocational education programs, services, and activities for girls and women aged 14 through 25, designed to enable the participants to support themselves and their families; and (3) support services for individuals participating in vocational education programs, services, and activities described above including dependent-care services and transportation.

FUNDING AND NUMBERS OF INDIVIDUALS INVOLVED IN PROGRAMS TO ELIMINATE SEX BIAS AND STEREOTYPING						
Fiscal Year	Funded Projects		Number Served		Dollars Expended	
	Sec.	Psec	Sec.	Psec.	Sec.	Psec.
1987	1	7	49	3,635	2,195	133,327
1988	6	8	184	1,709	87,482	87,180

Fiscal Year 1987:

Eight projects, serving 49 secondary and 3,635 postsecondary individuals, were funded in FY 87 for an expenditure of \$133,327. All projects were specifically designed to address effects of sex bias and stereotyping in vocational education. Of the eight projects, four were conducted by CBO's, three by community colleges, and one by a secondary school. These projects addressed one or more of the approved services and activities as outlined in the regulations. One project provided vocational educational opportunities to high school age single parents by providing them with parental training and day care services.

Fiscal Year 1988:

A total of \$174,662 was allocated to subrecipients (\$87,482 secondary and \$87,180 postsecondary) for FY 88. Fourteen projects were funded serving 1,893 individuals for this category (184 at secondary schools and 1,709 at the postsecondary level.)

Vocational education is offered in all 177 Montana high schools. In the fall of 1987, enrollment consisted of a total of 22,586 boys and 21,591 girls.

Two successful programs funded through Title IV funds focused on the elimination of sex stereotyping and bias: Gender Ethnic Expectation and Student Achievement (GESA) and Expanding Your Horizons (EYH). GESA is a training experience for teachers designed to eliminate sex gender and ethnic stereotyping. Presently there are 700 trained GESA teachers and 70 trained facilitators in Montana. Another program funded partially through Title IV funds and local support provides career awareness and role models for females and males in math and science fields. Eleven conferences were held throughout Montana with 1,328 students attending during FY 88.

The Human Resource Development Officer (Montana's sex equity coordinator) has developed a plan of activities for advancing equity at the secondary and postsecondary levels for 1989. These include:

Secondary:

- Equity training for school districts
- Training Title IX officers
- Providing equity newsletters
- Performing civil rights reviews
- Creating a State Vocational Equity Council and six regional equity networks.

Postsecondary:

- Developing strategies for recruiting men and women into non-traditional programs.
- Assisting each institution in formulating affirmative action plans.
- Conducting on-site civil rights reviews.
- Piloting GESA (Gender Ethnic Expectation and Student Achievement).
- Facilitate networking.
- Sponsor statewide conference.
- Provide a statewide equity newsletter.

Commendation:

Montana's Human Resource Development Officer has provided exemplary leadership and direction to Montana schools and institutions in efforts to eliminate sex bias and stereotyping and to provide greater opportunity for single parents and homemakers.

Recommendation:

The Sole State Agent and Office of Public Instruction personnel should consider adoption and implementation of the plan of activities outlined by the Human Resource Development Officer

as contained in this report and enumerated under Fiscal Year 1988 activities for elimination of sex bias and stereotyping.

INCARCERATED:

The Perkins Act specifies that one percent of the Basic Grant funds shall be made available to criminal offenders who are in correctional institutions.

"A state shall use funds reserved for criminal offenders who are serving in a correctional institution in accordance with 401.92(f) to provide vocational education services and activities designed to meet the special needs of and to enhance the participation of criminal offenders who are serving in correctional institutions."

CORRECTIONAL INSTITUTIONS						
Fiscal Year	Funded Projects		Number Served		Expended	
	Sec.	Psec.	Sec.	Psec.	Sec.	Psec.
1987	1	3	25	500	6895	39,551
1988		2		614		39,226

Fiscal Year 1987 Activities:

In fiscal year 1987 four projects served 525 criminal offenders. Of this number, 25 were youthful offenders served at Pine Hill School for boys. The projects addressed a variety of services including placement of released inmates in full-time employment, career counseling, independent living skills, and vocational assessment and training. Funds expended for secondary and postsecondary projects totaled \$39,551.

Fiscal Year 1988 Activities:

Two projects were funded in this category at the post-secondary level in 1988. One served 542 male inmates at the Montana State prison which involved assessing educational and vocational needs. The other project provided a community based work experience program for 72 inmates for a half-way house in Billings. Total project funds expended was \$39,226.

Recommendation:

Periodic meetings should be held involving administrative and/or instructional staff from correctional institutions, secondary and postsecondary vocational education, job training service deliverers, and other appropriate agencies for the purpose of assessing and addressing vocational training needs of correctional institutions, exploring funding sources, and examining delivery systems.

. TITLE II, PART B

Vocational Education Program Improvement and Expansion:

Title II, Part B, of the Act allows states to use 43 percent of the Basic Grant to meet needs identified in the State Plan for expanding, improving, modernizing, or developing high quality vocational education projects, services, and activities. States are given discretionary authority to select programs, services, and activities which meet their needs. The Montana plan for vocational education addresses the major areas covered under this section of the Act. The table on the following page provides statistical and financial information for projects conducted in FY 88.

TITLE II B FUNDS EXPENDED - FY 1988					
Projects	Number of Projects	Persons Served Sec. Psec.		Total Served	Projects Expended
Curriculum Development	13	70	676	746	\$120,739
Personnel Development	15	3641	13	3654	136,557
Guidance	22	1758	1979	3737	140,704
Equipment/ Facility Renovation	42	2335	905	3240	453,164
Revitalization of Business	4	1073	1045	2118	225,715
Area Vo-Tech Centers	6	53	1574	1627	68,577
Communications Telecommunica- tions	12	54	1602	1656	75,303
Math & Science	5	40	250	290	34,977
Pre-Vocational	3	282	0	282	19,990
Modern Ind. Arts & Agric. Arts	1	---	344	344	25,000
Placement Services	1	---	0	0	1,861
High Tech Equipment	14	302	54	356	160,151
Exemplary Programs	10	244	0	244	161,443
Postsecondary & Adults	6	82	1166	1248	86,185
Expansion in Depr. Rural/ Urban	4	80	283	363	65,472
New Vo-Ed Programs	7	---	145	145	118,009
Business Liasion	1	36	---	36	25,029
Program Imp./ Expansion	1	---	357	357	17,121

Overview of FY 1987 and FY 1988 Projects:

Curriculum Development:

- Fifteen projects were funded for FY 87 and 88. These focused on Home Economics curriculum development, Vo-Ag core curriculum, Principles of Technology, Science Competencies, and Small Business Managers.
- Four workshops were conducted for Montana vo-ag teachers concerning latest technology and science competencies.
- Algebraic and computer competencies utilized in Montana vocational education programs.

Expansion in Depressed Areas:

- Development of a guide, "Personal Characteristics Needed for Successful Employment".
- Micro computer lab benefitting 300 students.

Exemplary Programs:

- Computer aided drafting
- Innovative technology education learning activities.
- Technological literacy
- Exemplary use of VCR equipment for teaching keyboarding and application skills.
- Computer Graphics Center
- Graphic word communicators and occupational preparation program.

Equipment/Facility Renovation:

- Updating equipment in high-tech occupations
- Upgrading equipment to enhance safety and equity.
- Applied physics courses utilizing Principles of Technology.

Counseling and Guidance:

- Project for single parents and displaced homemakers for job placement.

- Comprehensive career guidance and counseling programs for handicapped/disadvantaged students.
- Utilization of the Montana Career Information System.
- Vocational assessment career exploration in an alternative school.
- Job Discovery project for severely disabled individuals through Independent Computer Search.

High Tech Equipment:

- Acquisition of high-tech equipment.
- Produced and utilized computer and video assisted learning programs for disadvantaged students.

Math/Science:

- Identify extent to which science competencies are included in vocational education curriculums and distribute results through conferences and publications to school administrations.
- Instructional math projects for improving vocational skills.

New Vocational Education Programs:

- Provided special needs students with community based vocational training experience.
- Vocational work experience programs

Personnel Development:

- Numerous workshops, seminars, conferences for Montana's vocational educators.
- Curriculum seminars
- Updating instructors on high-tech equipment.
- Preservice and inservice training for counselors.
- Implementation of principles of technology projects.

Technical Assistance:

- Technical assistance provided by the Office of Public Instruction to Montana schools.

Communications/Telecommunications:

- Produced 10 video tapes on high tech businesses in Montana.
- Utilized computer networks to improve communications and application to agriculture technology.
- Four Montana high schools participated in an electronically accessed competency based drafting program.

Revitalization of Business:

- Small Business Development Center.

Improve Academic Foundation of Vocational Education Students and Aid in the Application of Newer Technologies:

Montana has made outstanding progress in this area during the planning period. An increasing number of schools have development curriculum and are utilizing computers and state-of-the-art equipment. CAD systems have increased significantly in the past two years. One computerized drafting electronics program in Helena, funded with Perkins monies, is serving 14 rural Montana high schools. This highly individualized program provides instruction through a networking system, and students successfully completing the program receive high school credit which meets state accreditation standards since the courses are taught by fully certified instructors.

In 1988, 12 projects under the high-tech equipment category, were funded and 4 projects addressed academic foundations. One of these identified science concepts and competencies in vocational education curriculums. In 1987, a similar project identified math concepts taught in vocational and technical education curriculums. The results have been presented at workshops and distributed to Montana schools.

Recommendation:

The Sole State Agent and the Office of Public Instruction should examine approaches to identify activities which would strengthen academic foundations, i.e., establishing annual priorities for project expenditures, establishing a task force with responsibility to formulate recommendations for cross credit options and other approaches.

Utilizing a Full Range of Support Services to Achieve Purposes of the Act:

Basically funds expended for support services during the planning period were for counseling and guidance activities:

Funding and Number Served for Counseling and Guidance Programs FY 1987 - FY 1988				
Fiscal Year	Number Served		Amount Expended	
	Sec.	Postsec.	Sec.	Postsec.
FY 87	1289	2052	35,597	142,779
FY 88	1758	1979	49,221	91,482

FY 87 and 88 Support Service Projects:

Projects funded for FY 87 and FY 88 served secondary and postsecondary vocational education populations in a variety of areas. These included efforts to develop comprehensive career guidance and counseling programs for handicapped and disadvantaged students, vocational assessment and career exploratory, a job discovery project for severely disabled students, projects for single parents and displaced homemakers, workshops for counselors regarding the Montana Career Information System, projects relating to school dropouts through career awareness and world of work programs, and training sessions for counselors, administrators, and program planners relative to: labor market information; occupational and career information; and establishing linkages between schools, agencies, and institutions.

SUMMARY OF COUNCIL RECOMMENDATIONS:

Commendation:

The Council commends the schools and institutions for submitting quality project proposals designed to address critical needs in Montana.

Recommendation:

The State Council makes the following recommendations:

The Sole State Agent and the Office of Public Instruction examine the statewide needs assessment conducted by the Center for Research Curricula and Personnel Development at Northern

Montana College to establish priorities for projects under Title II, Part B and other appropriate sections of the Act.

The Sole State Agent, Office of Public Instruction, and the Montana State Occupational Information Coordinating Committee should consider piloting the National Career Development Guidelines in selected Montana schools.

The Sole State Agent, Office of Public Instruction and schools and institutions intensify efforts to disseminate project information and results on a statewide basis.

Preservice and inservice training be conducted for counselors and vocational and technical education staff concerning career assessment and career planning and development, and state-of-the-art programs and systems.

The Sole State Agent and Office of Public Instruction review the current procedure for approving equipment acquisition. It appears eligible recipients can purchase out-dated equipment since no policy or priority listing has been established.

TITLE III - SPECIAL PROGRAMS

PART A: Secondary and Postsecondary Vocational Education
Support by Community Based Organizations

SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION SUPPORT BY COMMUNITY BASED ORGANIZATIONS						
Year	Funded Proj.		No. Served		\$'s Expend.	
	Sec.	P.S.	Sec.	P.S.	Sec.	P.S.
FY 1988	4	1	105	248	31,997	10,267
* No projects were conducted in FY 87						

Funds under this section may be used in accordance with state plans for outreach programs such as transitional services prevocational educational preparation, career internship programs, assessment of student needs, and vocational guidance and counseling programs.

PART B:

Consumer and Homemaker Education:

CONSUMER AND HOME MAKING						
Year	Funded Proj.		No. Served		\$'s Expend.	
	Sec.	P.S.	Sec.	P.S.	Sec.	P.S.
FY 1987	11	1	552	*	41,022	26,056
FY 1988	3	2	68	250	7,954	15,309
* Curriculum Projects						

Funds under this section are available to states to conduct programs in economically depressed areas, encourage elimination of sex bias and stereotyping, improve, expand, and update programs, as previously cited, and to address priorities and emergency concerns at the local, state, and national levels.

Projects for this category varied from curriculum development to modernization of programs and acquisitions of state-of-the-art equipment.

Leadership and Administration:

LEADERSHIP & ADMINISTRATION						
Year	Funded Sec.	Proj. P.S.	No. Served Sec.	P.S.	\$'s Expend. Sec.	P.S.
FY 1987	*	1	*	90	*	2,970
FY 1988	*	1	*	275	*	4,421

Funds under this section shall be used to assist in providing state leadership qualified by experience and preparation in home economics education. Not more than six percent of the funds available under this part may be used to carry out leadership activities under this section.

Projects funded during the planning period consisted of an in-service education program for home economics teachers and a statewide needs assessment for home economics.

Consumer Homemaking/Economically Depressed Areas:

CONSUMER HOMEMAKER/ECONOMICALLY DEPRESSED AREAS						
Year	Funded Sec.	Proj. P.S.	No. Served Sec.	P.S.	\$'s Expend. Sec.	P.S.
FY 1987	2	*	157	*	35,589	*
FY 1988	6	*	307	*	45,020	*

Funds under this part may be used to assist states in conducting consumer and homemaking projects. Such programs may include instructional programs, services, and activities, those that prepare youths and adults in occupations of homemaking and instruction in food and nutrition, consumer education for family living and parenthood, education in child development and guidance, housing, home management, and clothing and textiles.

Projects for this category included career exploration activities, curriculum development, and remodeling a home economics laboratory for handicapped students.

Recommendations:

Administrators of Carl Perkins funds should examine approaches for improving dissemination of project activities and results to Montana schools. The Council recognizes that many outstanding programs were conducted in FY 87 and FY 88 and many districts and service providers could greatly benefit from the outcome of these projects.

SECTION V

BUSINESS/EDUCATION COOPERATION

PROMOTE GREATER COOPERATION BETWEEN PUBLIC AGENCIES AND THE PRIVATE SECTOR:

Numerous activities for developing improved relationships between the private and public sectors were conducted during the planning period. Highlights of these are summarized below:

Employer Needs Survey:

The Montana Center for Research Curriculum and Personnel Development conducted an Employer Needs Survey during the fall of 1988. Although this activity was not completed during the planning period, the results have implication for future program planning and direction for Montana. This study identified training desired by employers, identification of employers who would be willing to participate in cooperative vocational technical education programs, procedures used for hiring, and how vocational technical education training institutions could better serve their needs. In addition, the Montana Council on Vocational Education conducted a business/education survey. The results are reported below:

Montana Council on Vocational Education Business/Education Partnership Survey:

The Montana Council on Vocational Education conducted a survey of the 176 state's businesses to determine:

- The kinds of business/education partnerships most needed in the state.
- The types of partnerships businesses would participate in.
- The partnerships businesses were presently participating in.

The results of the survey are reported below:

Business/Education Partnerships Most Needed in Montana:

	Response by Percentage
Work site experience for students	57%
Teacher skills training (upgrading)	50%
Public relations, public awareness strategies	48%
Curriculum updating	47%

Corporate support of school improvement	29%
---	-----

Corporate support of school-based economic development enterprises	26%
--	-----

Corporate sponsored student awards, scholarships	14%
--	-----

Partnerships Montana Businesses Would Participate In:

	Response by Percentage
--	------------------------

State conference on corporate/education partnership	53%
---	-----

Forums and panels	48%
-------------------	-----

Long-range planning	43%
---------------------	-----

Public awareness strategies	21%
-----------------------------	-----

Partnerships Montana Businesses are Currently Participating In:

	Response by Percentage
--	------------------------

Advisory	55%
----------	-----

Career awareness	48%
------------------	-----

Summer job program	43%
--------------------	-----

Financial support of a specific educational program	40%
---	-----

Student skills training	38%
-------------------------	-----

Distribution of educational materials	31%
---------------------------------------	-----

Speakers bureau	29%
-----------------	-----

Scholarships	28%
--------------	-----

Curriculum development	22%
------------------------	-----

Equipment donation	21%
--------------------	-----

Co-op program	17%
---------------	-----

Teacher training	17%
------------------	-----

Joint educational planning	10%
----------------------------	-----

Mentor program	9%
----------------	----

Business + Education = Economic Development Conference:

The Montana Council on Vocational Education and the Montana Office of Public Instruction co-sponsored a unique and highly successful state conference during the planning period. This conference titled Business + Education = Economic Development Conference was a statewide conference to stimulate business/education cooperation and was attended by 175 educators, school administrators and business/industry representatives. Based on a review of the scope and outcomes of the conference, the Montana Council on Vocational Education Coordination and Communication Committee determined the critical need for improved efforts between vocational technical education and various sectors of business and industry.

The conference participants were provided information and resources allowing them to:

- o identify the mutual benefits of partnerships;
- o understand various types of partnerships;
- o develop techniques for building a collaborative project;
- o identify factors contributing to success; and
- o develop an action plan for establishing a collaborative partnership.

The conference was planned following the results of a survey of 187 Montana businesses conducted by the Council.

Preparing for the Next Millenium: "Vocational Training: Catching Up or Leading the Way":

The Montana Council on Vocational Education conducted the conference titled Preparing for the Next Millenium: "Vocational Training: Catching Up or Leading the Way", with the Sole State Agency, the Office of Public Instruction, and other state agencies, associations and the Montana Chamber of Commerce. This conference addressed, Montana's Future: Economic Development and Changing Workforce; Tomorrow's Jobs and Training Needs: A View from Business and Industry; Creating Policy and Designing Vocational Technical Education for the 21st Century: The Role, Scope, Mission, and Long-Range Plan for Vocational and Technical Education; and other topics.

Perkins Projects:

One project serving 36 secondary students was conducted in 1988 under the category Business Liaison. The project was designed to place students on jobs with employers through a cooperative education experience. Although no funding is received from federal sources, many vocational training schools and institutions are utilizing this approach.

SECTION VI

JOB TRAINING PARTNERSHIP ACT

The Job Training Partnership Act (JTPA), Public Law 97-300, was enacted in 1982 to authorize job training and related assistance to economically disadvantaged individuals dislocated workers, and other populations that face barriers to employment. Specifically, the purpose of the Act as outlined in Section 2 is to:

"establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment who are in special need of such training to obtain productive employment."

The Act provides training and organizational framework for the delivery system while providing opportunity for involvement from state and local systems. Montana's goal for JTPA programs is to provide training which results in significant impact on an individual's life.

Montana has experienced a significant decline in agriculture, oil and gas production, and manufacturing during recent years. The number of jobs lost in basic industries since 1979 is estimated at over 11,000. Many of those jobs were among the higher paying in the State. Despite a decline in basic industry jobs, Montana currently has more jobs than in 1979 and 1984. Montana's Job Training Partnership delivery systems continue to have a significant impact on the Montana work force.

The purpose of this section is to assess the adequacy and effectiveness, during the planning period, of the vocational and technical education delivery systems assisted by the Job Training Partnership Act (JTPA) in carrying out the purpose of the Act.

STATE COORDINATION:

Montana's Governor is responsible for management and oversight of JTPA programs. The Governor appoints and receives advice and assistance from the JTCC to implement the many functions under the Act. JTCC establishes linkages between government, education, organized labor, and business and industry. Representatives advise the Governor on planning, coordinating, and monitoring employment and training activities. Statewide funds, not subject to substate formula distribution such as Title III and the older worker program, are allocated by JTCC through Request for Proposal (RFP) process. In 1987, the JTCC expanded its responsibility to include recommendation on funding for the Project Work program providing job search for able-bodied general assistance recipients.

In FY 87, the U.S. Department of Labor required states to collect and report information on participants ninety days after training was completed. The JTCC studied this information to determine the effectiveness of JTPA training programs. In addition, JTCC initiated oversight of the implementation of Montana's follow-up system. After six months, success is measured by employment status, direction of employment, earnings, and whether former participants are receiving public financial assistance.

GOVERNOR'S ANNUAL STATEMENT OF GOALS AND OBJECTIVES:

Section 121 of the Job Training Partnership Act requires the Governor to prepare a statement of goals and objectives for job training and placement programs. These goals and objectives are intended to provide direction and assistance to state and local decision-makers as they plan and operate local and state agency job training programs.

MONTANA'S MISSION STATEMENT:

The purpose of Montana's job training and placement agencies is to conduct programs that prepare and place unskilled youth and adults into Montana's labor force and to conduct programs that improve the occupational opportunities of economically disadvantaged individuals and other individuals facing serious barriers to employment.

GOVERNOR'S GOALS & OBJECTIVES:

The following goals and objectives in abbreviated form, cover three broad areas: training, administrative, and coordination.

Training:

1. To target training services to job seekers who are able to benefit from the services and face the greatest need for training, including those who face serious barriers to employment;
2. To encourage and provide opportunities to expand the involvement of businesses and labor in job training programs;
3. To improve earned incomes, long-term employment outlook, and self-sufficiency of each JTPA participant;
4. To train, retrain, and provide relocation assistance to unemployed and dislocated workers;
5. To provide job training in rural areas of Montana;
6. To provide literacy screening and remediation to prepare clients for the work force.

Administrative:

1. To improve measures of long-term success in the program;
2. To operate and reward highly efficient cost-effective programs that attain or exceed performance standards.

Coordination:

1. To coordinate with and assist State and local economic development efforts by integrating training and job development;
2. To establish mechanisms to encourage and monitor cooperation among local agencies and programs interested in job training and placement;
3. To plan and operate programs which will complement and enhance other programs and minimize duplication.

JTPA TITLE II: FUNDING FOR
ECONOMICALLY DISADVANTAGED ADULTS AND YOUTH

Title II A funds provide services to economically disadvantaged individuals age 16 and over. The Private Industry Council, in partnership with local elected officials, allocates funds and administers programs in SDA's. At times, participants may be enrolled by more than one program operator. In Montana, participants are served with a diverse range of activities:

Job search assistance, outreach, remedial education, job counseling, industry specific skill training, employment relocation assistance, programs to develop work habits, and job development.

JOB PROGRAM COMPONENTS:

On-the-Job-Training:

- Employers design training consistent with needs of the labor market.
- Employers are reimbursed up to half of the participants' wages.
- Training lasts from four weeks to six months.

Classroom Training:

- Objective is to upgrade participants technical and basic skills.

Work Experience:

- Provide short-term jobs for participants.
- Assist participants to develop good work habits and basic work skills.

World of Work:

- Orient participants to labor market and job training components and services (assessment, career and labor market, and job seeking skills).

Supportive Services:

- Transportation, tools, health care, special services and materials for handicapped, financial counseling, child care, etc.

ANALYSIS OF FY 86 AND FY 87 JTPA PROGRAMS AND SERVICES:

Congress designed JTPA programs to be a performance driven system. Four performance standards are applied to Title II A program operators who meet or exceed the standards and provide a high rate of services to at-risk target groups. Based on an analysis of data for Montana's JTPA programs conducted during Fiscal Year 1986 and Fiscal Year 1987 all national standards were met and consistently exceeded. The following table identifies the populations served.

JTPA PROGRAMS AND NUMBERS SERVED FISCAL YEAR 1986 & FISCAL YEAR 1987		
PROGRAM	EXPENDITURE FY 86 & FY 87	NUMBERS SERVED 1986 - 1987
Adult	6,845,979	5797
Adult-Job Service Office	4,312,292	3978
Service to Handi- capped	805,307	683
Youth	4,748,411	3186
Summer Youth Programs	5,078,260	3563
Older Workers	393,606	218
Dislocated Workers (Title III funds)	1,859,327	1293*

The total funding for Titles II A, II B, and III for fiscal year 1988 was 11,349,893. This figure includes "hold harmless and carryover/unobligated funds". The following charts provide expenditures and numbers served for fiscal year 1988 for each service delivery area.

JOB TRAINING FOR DISADVANTAGED--TITLE II A: YOUTH & ADULT
By Service Delivery Areas - Balance of States and Concentrated Employment Program

COST CATEGORY	YOUTH EXPENDITURE		NUMBER SERVED		ADULT EXPENDITURE		NUMBER SERVED	
	BOS	CEP	BOS	CEP	BOS	CEP	BOS	CEP
Employment and Training	799,994	181,800	349	81	959,111	34,282	773	190
Basic Education	173	1,207	9	51	17	1,423	1	80
Classroom Training	171,029	48,705	184	86	423,994	106,211	517	208
On-The-Job Training	410,847	40,774	442	69	540,280	169,640	435	154
Limited Work Experience	3,382	--	--	--	--	--	--	--
Youth Try-Out	55,425	51,304	102	54	--	--	--	--
Supportive Services	28,829	7,465	--	--	46,085	23,435	--	--
Needs Based Payments	39,972	26,268	--	--	129,985	48,870	--	--
Regular Work Experience	139,416	56,809	196	65	95,389	54,057	104	58
Limited Work Experience	3,376	--	16	--	--	--	--	--
Other	--	--	--	--	--	80,000	--	--
TOTAL	1,652,443	414,332	1,298	406	2,194,861	517,918	1,830	690

JOB TRAINING FOR DISADVANTAGED--TITLE II A: YOUTH & ADULT (Incentive Grants)
By Service Delivery Areas - Balance of States and Concentrated Employment Program

COST CATEGORY	YOUTH EXPENDITURE		NUMBER SERVED		ADULT EXPENDITURE		NUMBER SERVED	
	BOS	CEP	BOS	CEP	BOS	CEP	BOS	CEP
Employment & Training	61,806	5,946	--	--	60,673	16,663	67	10
Basic Education	--	--	--	--	--	--	--	--
Classroom Training	435	--	--	--	4,667	--	4	--
On-The-Job Training	20,817	502	--	3	17,759	--	--	2
Limited Work Experience	758	--	--	--	--	--	17	--
Youth Try-Out	33,607	6,313	--	8	--	--	--	--
Supportive Services	1,145	74	--	--	3,661	200	--	--
Needs Based Payments	--	--	--	--	--	--	--	--
Regular Work Experience	13,129	3,297	--	3	--	--	--	--
Limited Work Experience	757	--	--	--	--	--	--	--
Other	--	--	--	--	--	--	--	--
TOTAL	132,454	16,132	----	14	86,760	16,863	88	12

SUMMER YOUTH EMPLOYMENT TRAINING PROGRAM:

SUMMER YOUTH EMPLOYMENT TRAINING PROGRAM - TITLE II B PROGRAM YEAR 1988				
Cost Catagory	Expenditure		Number Served	
	BOS	CEP	BOS	CEP
Employment & Training	372,908	68,403	--	--
Basic Education	24,643	5,539	--	--
Classroom Training	1,733	7,910	--	--
On-The-Job-Training	1,468	867	--	--
Limited Work Experience	--	--	--	--
Youth Try-Out	--	--	--	--
Supportive Services	15,278	2,642	--	--
Needs Based Payments	--	--	--	--
Reg. Work Experience	1,643,084	292,537	*1490	*281
Limited Work Experience	--	--	--	--
*Individuals served in this category were also served in Basic Education and Classroom Training.				

The goal of Summer Youth Employment and Training Programs (SYETP) are to keep youth in school or encourage them to return, while providing income and work experience. Unlike the Title IIA youth program, there are no federally mandated placement goals recognizing that basic skills are the best indicators of employability. The 1987 Congress mandated a literacy component. It includes a reading and mathematic assessment of all summer program participants.

Commendation:

The Council commends the Private Industry Council for organizing cooperative task forces to establish policy and goals for implementing the 1987 JTPA amendment for the SYETP.

Recommendation:

The Private Industry Council should examine and pursue the appropriations of utilizing literacy, mathematics, and reading programs offered by schools and institutions in the public sector.

JOB TRAINING FOR OLDER WORKERS:

Three percent of the Governors 22 percent set-aside is earmarked for programs designed to assist individuals 55 and over. In an effort to improve service to older workers, the JTCC solicited proposals for model programs. The model was to identify services and training approaches which result in placement of older workers in unsubsidized employment. For state program years SFY 1986 and SFY 1987, \$393,606 was expended to serve 218 older workers and SFY 88 of the total expended in SFY 88, \$170,203 was expended for employment and training and \$20,189 for participant support.

TITLE III - EMPLOYMENT AND TRAINING ASSISTANCE

FOR DISLOCATED WORKERS

Title III is a separate state administered employment and training program for dislocated workers. JTPA disperses 75 percent of the targeted funds directly to states. Funds are distributed on a statewide basis by the Job Training Coordinating Council after consultation with the Private Industry Councils and Council of Commissioners. Montana's focus is on intensive service and training to facilitate the quick reentry of dislocated workers into the labor force. Montana's AFL-CIO Project Challenge: Work Again program is Montana's largest Title III program. This program is a network of community site coordinators specialize in job seeking skills, career counseling, literacy skills and skills evaluation. Relocation assistance and on-the-job-training are also available. The Montana operating engineers and associated general contractors joint apprenticeship and training trust operate a cooperative/union Title III program. In addition, Title III funds were used by the Job Service office for individual needs assessment, classroom, and on-the-job-training.

States are required to provide a non-federal funding match to the 75 percent formula portion of Title III. The Montana Legislature allocated \$209,000 for match purposes to dislocated workers during the biennium.

In FY 86 and FY 87, \$1,859,327 was expended to serve 1,293 participants. Of this amount, \$983,676 was State matching funds. Funds expended in SFY 1988, excluding State matching funds, was \$541,507.

Commendation:

The Council commends the Employment and Policy Division of the Department of Labor, the JTCC and the program operators for providing an exemplary delivery system for dislocated workers.

SECTION VII

VOCATIONAL EDUCATION - JTPA COORDINATION

Overview:

Public Law 98-524, the Carl D. Perkins Vocational Education Act, requires each State Council to "(A) evaluate . . . the vocational education program delivery systems assisted under this Act and under the Job Training Partnership Act in terms of their effectiveness in achieving the purposes of each of the two Acts and make recommendations to the State Board on the adequacy and effectiveness of the coordination that takes place between vocational education and the Job Training Partnership Act and (B) advise the Governor, the State Board, the State Job Training Coordinating Council, the Secretary (of Education) and the Secretary of Labor of these findings and recommendations."

Purpose of the Acts:

An understanding of the purposes of the two Acts is essential for understanding the need for coordination between vocational education and JTPA.

Carl Perkins Vocational Education Act

1. assist the States to expand, improve, modernize, and develop quality vocational education programs in order to meet the needs of the Nation's existing and future work force for marketable skills and to improve productivity and promote economic growth;
2. assure that individuals who are inadequately served under vocational education programs are assured access to quality vocational education programs, especially individuals who are disadvantaged, who are handicapped, men and women who are entering nontraditional occupations, adults who are in need of training and retraining, individuals who are single parents or homemakers, individuals with limited English proficiency, and individuals who are incarcerated in correctional institutions;
3. promote greater cooperation between public agencies and the private sector in preparing individuals for employment, in promoting the quality of vocational education in the States, and in making the vocational system more responsive to the labor market in the States;
4. improve the academic foundations of vocational students and to aid in the application of newer technologies (including the use of computer) in terms of employment or occupational goals;

5. provide vocational education services to train, retrain, and upgrade employed and unemployed workers in new skills for which there is a demand in that State or employment market;
6. Assist the most economically depressed areas of a State to raise employment and occupational competencies of its citizens;
7. to assist the State to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of this Act;
8. improve the effectiveness of consumer and homemaking education and to reduce the limiting effects of sex-role stereotyping on occupations, job skills, levels of competency, and careers; and
9. authorize national programs designed to meet designated vocational education needs and to strengthen the vocational education research process.

Job Training Partnership Act (JTPA)

The basic objectives of this Act are to prepare economically disadvantaged persons for employment and dislocated workers for re-employment.

Statement of Purpose

It is the purpose of this Act to establish programs to prepare youth and unskilled adults for entry into the labor force and to afford job training to those economically disadvantaged individuals and other individuals facing serious barriers to employment, who are in special need of such training to obtain productive employment.

Section 122(b)(7)(A), of JTPA states that the Job Training Coordinating Council shall:

" . . . identify in coordination with the appropriate state agencies, the employment and training and vocational needs throughout the State, and assess the extent to which employment and training, vocational education, rehabilitation services, public assistance, economic development, and other Federal, State, and local programs and services represent a consistent integrated and coordinated approach to meeting such needs . . ."

MONTANA'S COORDINATION EFFORTS AND ACTIVITIES:

The Employment Policy Division (EPD) of the Montana Department of Labor and Industry is the administrative entity for Montana's two Service Delivery Areas. EPD is, therefore, able to encourage coordination through joint program planning, program review, personnel and council staff, program operator training and technical assistance, ad hoc committees and task forces, publications, media shared data bases, collection, materials, reports, joint management system, fiscal system and monitoring, and evaluation system. In addition, coordination efforts are encouraged through Request for Proposals and subgrant negotiation processes. Examples of coordination efforts at the local level include: joint intake assessment, testing, coordinated supportive services, placement and follow-up, cross referral, shared participant data/forms and dual enrollments.

ADDITIONAL COORDINATION EFFORTS INCLUDE:

- Coordination of JTPA activities with state and local service providers and agencies including vocational-technical education.
- Membership on state level boards, councils, etc. representative of targeted populations.
- State director of vocational education served on Job Training Coordinating Council.
- Chairman, Montana Council on Vocational Education, serves on Job Training Coordinating Council.
- Commissioner of Higher Education serves on Balance of State Private Industry Council.
- Executive Director, Montana Council on Vocational Education serves on Concentrated Employment Program Private Industry Council.
- Joint meeting of the Job Training Coordinating Council and the Montana Council on Vocational Education was held to discuss coordination issues and other topics.

The following is an overview of program coordination utilizing federal and state funding sources:

Dislocated Workers:

The Montana AFL-CIO Project Challenge: Work Again program is Montana's largest Title III program. The programs network of community site coordinators specializes in job seeking skills, career counseling, literacy skills, and skill evaluation. Relocation assistance and on-the-job training are also available. Project Challenge: Work Again offices were located in five major cities in Montana during Fiscal Year 1986 and Fiscal Year 1987.

The Montana Operating Engineers and the Associated General Contractors Joint Apprenticeship and Training Trust operates a

cooperative business/union Title III program. This program retrains and upgrades the skills of operating engineers.

In 1986, two local Job Service offices conducted programs for dislocated workers involving needs assessments, classroom, and on-the-job training.

States are required to provide a non-federal funding match. The Montana Legislature allocated \$209,000 during the biennium for the Build Montana Program.

Adult Programs:

Montana Job Service coordinates JTPA with other services such as unemployment insurance, job placement, targeted tax credits, veteran services, and work incentive programs.

Displaced Homemaker Programs:

The State Displaced Homemaker program is a statewide program under the domain of the Job Training Coordinating Council (JTCC) for planning, funding and policy decisions. The JTCC adopted the same performance standards the Private Industry Councils require for Title IIA displaced homemaker programs. Participants enrolled and tracked under this funding meet eligibility requirements similar to Title IIA displaced homemaker programs with one exception: they need not be economically disadvantaged unless they are currently employed. Displaced Homemaker program operators also receive Carl Perkins grants to provide vocational services to project participants.

Education Coordination and Grants:

Eight percent of the funds allocated under Title IIA are set aside for use in coordinating job training services with state education and training agencies. Of the available funds, 20 percent is for program coordination. The remaining 80 percent, plus a state match, is used to provide education and training services directly to participants. The Carl Perkins Vocational funds (match) and JTPA eight percent funds totaling \$1,019,668 for FY 86 and FY 87 merge to operate activities serving JTPA Title IIA and Title III participants.

Project Work:

The Montana Legislature created Project Work during the past biennium to provide job search assistance for able-bodied General Assistance recipients in twelve counties that have state administered welfare programs.

New Horizons:

The New Horizons Act (HB 888 passed by the Montana Legislature) created two programs. One is a day care assistance program and the other is a pilot incentive program for program operators who place former aid-to-families with dependent children recipients in permanent jobs.

SUMMARY OF COUNCIL COMMENDATIONS AND RECOMMENDATIONS:Commendations:

The Montana Council on Vocational Education commends the Governor, State Legislature, Montana Department of Labor, Job Training Coordinating Council, Private Industry Council, program operators, and service providers for providing outstanding leadership and effective implementation of training employment opportunities for populations targeted by the Job Training Partnership Act.

Exemplary efforts have been made to ensure coordination, adequacy, and effectiveness of the vocational technical education delivery system assisted by the Job Training Partnership Act and the Carl D. Perkins Vocational Education Act in Montana. Based on program reviews and data assessment, the Council feels there is no unnecessary program duplication between the Acts.

Recommendation:

The Employment Policy Division of the Montana Department of Labor and Industry, and the Job Training Coordinating Council review, and implement where possible, the "Suggestions for Improving Coordination" submitted by the Montana Council on Vocational Education (MCVE) to the JTCC/MCVE meeting on January 8, 1988. A copy of these recommendations will be forwarded to the Employment Policy Division.

STATE EDUCATION COORDINATION TRAINING GRANTS:

Under Title I, Section 123, of the Job Training Partnership Act, financial assistance is provided to any state education agency responsible for education and training. JTPA specifies these funds may be used to provide education and training, including vocational education services and related services to those participating under Title II of the Act, Training Services for the Disadvantaged. Such services may include services for offenders and other individuals whom the Governor determines require special assistance.

Eighty percent of the funds are to provide services to JTPA clients through cooperative agreements between the state education agency or agencies, administrative entities in service delivery areas in the State, and (where appropriate) local schools and institutions. A match for these funds is required.

The Department of Vocational Education Services, Office of Public Instruction, was designated by the Governor as the state education agency to receive funds provided under Section 123 of JTPA. The Department of Vocational Education Services submitted a two-year program proposal to the Governor's State Job Training Coordinating Council for FY 1985 - 1986 which was approved and became part of the Governor's Coordination and Special Services Plan as required under Section 121 of JTPA. In the 1986-88 State Plan, funding was provided as a direct cash match for the JTPA Section 123 funds.

Determination of funding for projects in fiscal years 1987 and 1988 was on a continuing basis of programs in existence. However, in FY88, Request for Proposals (RFP's) were submitted and FY89 projects were funded on a competitive basis. The match for programs in FY 87 was provided with Perkins funds, in FY 88 match was provided at the local level or with on-site Perkins funds and FY 89 programs are all matched with local funds. Following are descriptions of the types of programs funded:

Adult Basic Education (ABE) is designed to enhance the employability of persons by upgrading basic skills through the provision of courses such as remedial education in basic math, reading skills, communications, social studies, consumer education, General Education Development (GED) preparation, training in the primary language of persons with limited English language proficiency, or English as a second language. ABE was provided through the established ABE Centers in Missoula, Billings, Great Falls, Helena, and Butte. The utilization of these Centers results in less service duplication, reduced costs, and coordination of services between JTPA and other federal and state programs.

Classroom Training (CRT) is designed to provide vocational skills training to persons who lack specific skills necessary to obtain employment. The training will be provided through cooperative agreements with the five vocational-technical centers and various community colleges. The training can be either class size or an individual referral. All training programs will have a local employer advisory council and have organized labor concurrence, and be coordinated with the local job service office.

World of Work (WOW) is designed to work primarily with non-job-ready persons who are in need of special employment assistance in making occupational choices, self-directed job search techniques, self-esteem development training, fill out job applications, resume writing, job interviewing skills, job retention skills, occupational information, labor market information, and interests and skills assessment. The program is individualized to meet the needs of each participant. The course is normally from two to three weeks in length. Certificates of completion can be issued to those who complete the course.

The table below shows JTPA expenditures for State Education Coordination Training Grants for FY 87 and FY 88.

Year	Funds Avail	Carry-In	Actual Exp
Fiscal Year 1987	\$497,537	\$92,831	\$469,682
Fiscal Year 1988	\$521,699	\$40,317	\$548,800

Ten programs were funded on a continuing basis in fiscal years 1987 and 1988. Numbers served were not available from the Department of Vocational Education, Office of Public Instruction, for these years. In FY 87, 79.56 percent of the funds available were expended and in FY 88, 97.65 percent were expended. Administration expenses for the programs was funded at \$41,106 for both years.

Not more than 20 percent of the JTPA Section 123 funds may be spent for activities to facilitate coordination of education and training services for eligible participants through the cooperative agreements. The 20 percent for coordination projects was not withheld during FY 87 and 88, however, for FY 89, 20 percent was withheld for projects which include funding for a Montana Career Information System project, videos of exemplary programs, and assistance with an equity conference.

In FY 88, twenty-four proposals were submitted for the 1989 fiscal year. Thirteen were found to be technically and legally

competent, and eleven were selected on a competitive proposal evaluation process for funding by a panel of reviewers representing education institutions, community based organizations, job training agencies, and the State Council. The group of selected proposals were presented to State Job Training Coordinating Council for concurrence.

The eleven FY 1989 JTPA State Education Coordination Training Projects are identified below:

<u>Project</u>	<u>Provider</u>	<u>Award</u>
* Helena Public Schools "Adult Basic Education Training"	LEA	\$ 66,923
* Butte Public Schools "Transition 88/89"	LEA	25,513
* Action for Eastern Montana "Literacy-Work Experience Program"	CBO	11,262
- Billings Public Schools "Adult Basic Education and Pre- - Employment Training for JTPA Clients"	LEA	56,78
* Missoula County High Schools "Missoula World of Work Program"	LEA	72,292
- Billings West Job Service Office "World of Work"	State Agency	63,588
- Anaconda Public Schools "Career Education Training Enterprise"	LEA	20,632
* Northwest Montana Human Resources "Summer Youth Skills and Technical Education Model"	CBO/ LEA	28,598
- Great Falls Public Schools "Adult Basic Education - Prevocational Programs"	LEA	51,299
* Helena Public Schools "JTPA Clerical Classroom Training"	LEA	65,961
* District IX HRDC "Competency Based Literacy Training and Pre-Employment Skills Development"	CBO/ LEA	6,500
TOTAL AWARDS		<u>\$469,352</u>

LEA - Local Education Agencies

CBO - Community Based Organizations

* - MCVE On-site Review of Project

The total funding of \$469,352 for FY 89 projects reflects no significant amount of FY 88 carry-in expected and represents a broader geographic distribution of funds than in previous years. The proposals also indicate significantly greater coordination with and involvement of educational institutions in job training.

The Montana Council on Vocational Education has conducted on-site visitations of JTPA State Education Coordination Training

Programs in fiscal years 1987 and 1989. Guidelines were developed to assist council members in their review of the programs and discussion with program operators. The coordination and cooperation between service deliverers and education institutions, and problems encountered were identified. In addition, a review of the program, its status, achievements, and success was conducted.

Commendations:

The Montana Council on Vocational Education commends the Department of Vocational Education, Office of Public Instruction, and the Employment Policy Division, Department of Labor and Industry, for the cooperation and coordination demonstrated in operation of Training Programs. These coordination efforts have resulted in training and retraining programs which are beneficial to the economically disadvantaged in attaining employment.

The on-site evaluations of these programs by MCVE indicated the programs encouraged coordination between the various agencies administering education and job training for JTPA participants. The Summer Youth Skills and Technical Education Model project in Kalispell, Montana, was cited as an exemplary example of coordination and cooperation between the service deliverers. The State Council adopted the following resolution in regard to this program:

" . . . the council encourage the Governor, Office of Public Instruction, Job Training Coordinating Council, private industry councils, local educational agencies, and other appropriate agencies to acknowledge both the viability and potential effectiveness of such coordinated and cooperative efforts and investigate the potential for additional meaningful projects."

The State Council also commends the Department of Vocational Education Services, Office of Public Instruction for the technical assistance given program operators. Technical assistance and advice on project proposals and administration is provided by the OPI personnel and regular visits are made to the project site to ascertain what assistance is needed. Program operators stated technical assistance was excellent.

The State Council found all programs to be accomplishing the intent of the Act which is to facilitate coordination of education and training services for eligible participants.

Recommendations:

The Montana Council on Vocational Education makes the following recommendations following analysis of the coordination

and cooperation between agencies and on-site visitations of the JTPA State Education Coordination Training Programs:

1. Continue the primary development of basic literacy skills which are fundamental in developing a degree of job readiness.
2. Within available resource and opportunity, more work experience sites be secured which directly relate to training activities.
3. Continued effort be made relative to gathering information from work experience employers which would enhance training activities.
4. Continued updating of equipment and improvement of facilities where needed.
5. Follow-up data on program completers and numbers served should be up-to-date and available for all Training Programs.
6. Efforts should be made to ensure location of programs and services are accessible to clients and convenient for cooperation and coordination between the agencies involved.
7. Encourage jointly funded programs and use of multiple funding sources.
8. Continue the excellent technical assistance and work with operators to improve relations with referral agencies.
9. Continue the RFP process as established for FY 89 projects.

VOCATIONAL EDUCATION/JTPA COORDINATION SURVEY:

A survey instrument was developed by the Montana Council on Vocational Education to assess coordination between the Job Training Partnership Act and the Carl Perkins Vocational Education Act. The survey was developed in cooperation with personnel from the Employment Policy Division of the Department of Labor and Industry and the Office of Public Instruction. The following groups were identified to receive the survey: Job Training Coordinating Council, Private Industry Council, and Council of Commissioners; select group of local school district personnel; JTPA State Education Coordination Training Program personnel; JTPA Program Operators, which include Dislocated Worker, HRDC, and Job Service programs; Vocational Technical Center Directors; and Community College Presidents (including the Native American Community Colleges).

Surveys were color coded to identify the groups and were modified to obtain specific information from the various groups. The process used one mail-out survey instrument accompanied by a cover letter. A follow-up letter for non-respondents was necessary.

The percentage of response varied greatly between the groups identified. A total of 13 surveys were returned by the Councils for a response rate of 54 percent. There were six surveys sent out to the select group of local school district personnel and 50 percent were returned. There was excellent response from the program operators with an 80 percent and 76 percent return respectively from the JTPA Program Operators and JTPA State Education Coordination Training Program Operators. Of the 16 Vo-Tech Directors and Community College Presidents surveyed, 13 returned the surveys with a response rate of 81 percent.

The survey was designed to obtain information relevant to participation in vocational education and JTPA programs, coordination between the two Acts, and the extent to which performance standards affect enrollment. Each section of the survey was analyzed and a summary of the response follows.

Response to Vocational Education/JTPA Coordination Survey:

I. Participation:

Participants were asked to what extent local education agencies and institutions are given the opportunity to provide JTPA programs and services - always, usually, occasionally, or never. The median for responses was, "usually", except for the JTPA State Education Coordination Training program operators who indicated 71 percent "always" and 28 percent "usually".

All program operators indicated they receive both the JTPA and vocational education Request for Proposals (RFP) and 100 percent of the JTPA State Education Coordination Training program operators, and 89 percent of the JTPA program operators had submitted a proposal in the last year. Only 50 percent of the vo-tech center directors and college presidents received the JTPA RFP's, and 91 percent receive the vocational education RFP's. Of this group, 61 percent have submitted JTPA proposals, and 92 percent vocational education proposals in the last year. Of the three local district respondents, 100 percent receive vocational education RFP's and only one person received the JTPA RFP's.

II. Coordination:

Participants were asked to answer "yes", "no", or "don't know" to the question, "Is there effective and adequate coordination for planning and operating projects funded by the Job Training Partnership Act and Carl Perkins Vocational Education Act?". The majority of the JTCC, CEP, and PIC members, program operators, and local school district participants responded positively. Of the vo-tech directors and college presidents responding only 24 percent answered "yes" and 38 percent responded "no" and "don't know" to this question. This question was not included on the survey sent to JTCC, PIC, or CEP committee members.

If they responded "yes" to the above question, participants were asked to cite examples of this coordination and to evaluate if the effectiveness of the coordination was "good", "average", or "poor". Following are the examples of the coordination efforts in the state for projects funded by the two Acts and all were rated as good to average:

Coordination Effort

- Joint planning.
- Written cooperative agreement.
- Informal agreements.
- Meetings between HRDC and school personnel.

- Support and writing of proposals.
- Meetings for educational needs, additional training, duplication of services, etc.
- Written completion reports to agencies and verbal/written data from agencies.
- Year-around planning communication with agencies.
- Working closely with Job Service and the business community in planning proposals.
- Personal contacts
- Release of information.
- Workshops and technical assistance for RFP's.
- Mailings.
- On-site visits.
- Computerized career interest inventories.
- Ties with Career Exploration.
- Skills training for computer use.
- JTCC responsive to participation in planning of persons with disabilities.
- Joint provision of services.
- Referrals and cooperation between agencies.

Each of the survey participants were asked to rate seven statements on the basis of its contributing to coordination at the local level. Following are the statements in rank order with the most important listed first:

1. JTPA and vocational education have mutual clients.
2. Similarity of goals and/or objectives under Carl Perkins Vocational Education Act and JTPA.
3. Written agreements or memoranda of understanding between vo-ed and JTPA program providers.
4. Informal agreements, communications, or working relationships between vo-ed and JTPA program providers.
5. Close geographic proximity of programs.
6. State administrative directive for coordination.
7. Legislated coordination between vocational education and JTPA.
8. Other factors listed as contributing to coordination were:
 - Program information and ideas.

One person made the following comment, "Believe in continuation under Carl Perkins of not having to deal with placement rates, gender goals, etc. The person that may not fit into the demographics of JTPA should have a place to be served."

Each survey participant was asked to rate six statements on the basis of its inhibiting to coordination at the local level. Following are the statements in rank order with those most inhibiting listed first:

1. Failure to communicate program activities.

3. Insufficient resources (personnel, time, etc.) for coordinating of programs.
4. Difficulty understanding the program's legislation.
5. Conflicting goals and/or PSA's to radio and television stations.
6. Geographic separation of programs.
7. Other factors inhibiting coordination listed were:
 - Lack of motivation
 - JTPA performance requirements, placements, etc.
 - Hesitancy of Job Service to register JTPA eligible.

The next question on the survey asked participants to check specific activities they felt were taking place to apprise the general public of services available to potential and active JTPA recipients. Following are a list of the activities in rank order of most checked:

1. Brochures
2. Regular press releases to newspapers.
3. Advertisements
4. Regular press releases and/or PSA's to radio and television stations.
5. Newsletters
6. Radio talk shows.
7. Special marketing plans.
8. Other specific activities to apprise the general public of services available were listed as follows:
 - Networking.
 - Job developer.
 - Special presentations.
 - Community contact.
 - Other agency programs.
 - High school counselors.
 - Personal flyers - public relations.

Response was varied to the request to rate the overall effectiveness and adequacy of coordination efforts between agencies and organizations serving vocational education and job training needs. There were five choices ranging from Excellent-Very Good - Satisfactory - Less Than Satisfactory - Non Existent. The average of all responses would indicate that all groups felt the overall effectiveness and adequacy of coordination efforts was satisfactory.

In conclusion, the survey asked for suggestions for improving coordination of projects and activities between JTPA and Carl Perkins Vocational Education. Following is a summary of the response:

- Maintain a consistent approach in working with mutual clients to provide quality training that ultimately results in full employment.

- More communication.
- Awarding points for coordination specifically between JTPA and Carl Perkins.
- Closer participation with PIC or JTCC members.
- RFP should reflect coordination efforts of the past in a specific manner.
- An outline covering coordination efforts by each cooperating agency.
- Direction for JTPA, PIC's, State Vo-Ed Council, and JTCC to encourage coordination with job training and education.
- Elimination in Perkins clients being excluded and duplication of services.
- State JTPA people, at all levels, need to work more closely with school districts, especially Job Service personnel.
- Screen more carefully for duplication of services in a given area -- fund only the ones that have proven records and provide the best services.
- Job Service needs to make some effort at coordination.
- Promote incentives to programs -- budget improvements may lessen turf troubles.
- Make education a positive placement for JTPA providers.
- Extend job training and work experience components to 24 months.
- Better utilize vocational-technical training delivery systems.
- Allow educational institutions to contact administrative services for JTPA.
- Bring under one board or advisory group and have all present groups represented.
- State level coordination/cooperation needs to be established first.
- Education - few people know what JTPA can do and even fewer understand Carl Perkins.
- Invite Carl Perkins people to BOS and CEP meetings for explanations.
- More flexible educational offerings.
- Perkins match requirements are prohibited to small program operators.
- Joint meetings.
- Simplify the application for funds.

III. Performance Standards:

Both groups of JTPA program operators were asked to complete a section on the extent performance standards influence recruitment and/or enrollment practices. Of the 8 JTPA State Education Coordination Training Program Operators, 57% responded performance standards influenced recruitment and/or enrollment practices, 29% felt it usually did and only one person felt it always did. 39% of the JTPA Program Operators felt performance standards had always had an

influence, 39% felt they usually did, and 22% felt it occasionally did.

Ways in which these groups felt performance standards influenced recruitment and/or enrollment practices are listed below:

- As funded for job placement, enrollment must be persons interested in job training and placement.
- Numbers/performance standards strictly dictate funding.
- There is care in screening for motivational levels of applicants.
- Advertising for handicapped and minorities.
- High risk youth recruited for pre-employment training.
- Those most apt to succeed are enrolled.
- Handicapped and welfare persons with multiple barriers cannot be given the long-term services they need.

In answer to the question, "To what extent do the performance standards hinder JTPA from serving populations most at risk?" the average of both groups response was between usually and occasionally. When asked to list the ways in which performance standards hinder JTPA from serving populations most at risk, the following were listed:

- Many women need basic living skills and counseling to deal with past and current trauma.
- Unable to serve males in some programs.
- Unable to meet salary requirements.
- Unable to provide time needed to properly prepare clients for the working world.
- Individuals without basic job skills are by-passed in order to meet the performance standards.
- At risk populations are harder to serve and still meet performance levels.
- Long-term AFDC clients need special attention.
- More emphasis on education for participants.
- Unable to serve individuals who need pre-vocational training and who are economically disadvantaged.
- Unskilled displaced homemakers need more education.
- JTPA is charged with serving very disadvantaged, but placement determines success.
- Individuals need more training/services than can be provided.
- If employment within the JTPA time limits is not obvious, agencies hesitate or resist enrolling because of facing a "negative termination."
- Special status category needed for referring high-risk clients to World of Work so agencies can back a client without getting "hit hard" in their funding later on.

100 copies of this public document were published at an estimated cost of \$3.50 per copy for a total cost of \$350.00, which includes \$350.00 for printing and \$.00 for distribution.